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ABSTRACT

This curriculum guide for teachers emphasizes an interdisciplinary and multi-cultural approach to black studies. Concepts, content areas, activities, resource materials, and reference materials are graded according to the skills taught from the preschool through the eighth grade levels. Major topics of instruction include history, geography, literature and the performing arts. (JCD)

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Integrating Black Studies into Existing Social Studies Curriculum A Model Unit

Illinois Office of Education
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THIS CURRICULUM GUIDE IS DESIGNED FOR BLACK STUDIES AS A PART OF THE LARGER PICTURE OF A CURRICULAR APPROACH TO CULTURAL PLURALISM. IT IS ASSUMED THAT IN THE SCHEME OF THINGS, THE WORD "BLACK" COULD BE ERASED FROM THE TITLE AND, IN ITS PLACE, THE NAME OF ANY OTHER ETHNIC/RACIAL GROUP COULD BE INSERTED AND THE AIM OF THIS GUIDE WOULD NOT BE ALTERED, SAVE SOME OF THE CONTENT. IT IS THE PROCESS THAT IS IMPORTANT FOR TEACHERS TO FOLLOW. THIS IS ONLY A MODEL.

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INTRODUCTION

RATIONALE

Social psychologists agree that a major goal in American society today is the resolution of social conflicts, particularly as far as majority-minority group relations are concerned. It is also their belief that there exists a great deal of good will and readiness to face the problem squarely and to really do something about it. If this serious good will could be transformed into organized, efficient action, there would be no danger for inter-group relations in the United States. Here, however, lies the difficulty. Those desirous of doing, do not know what to do.

Any effort to improve inter-group relations runs into many different problems. There are problems of development of attitude and conduct during childhood and adolescence, problems of housing status, and many, many others. Nevertheless, we must not allow this labyrinth to entangle us, but rather we, each of us, must do our best within our realm of influence and understanding.

Educators are in a strategic position to work, through our schools, in the area of development of attitude and conduct during childhood and adolescence. One of the most severe obstacles in the way of improvement of inter-group relations seems to be a notorious lack of confidence and self-esteem of most minority groups. Minority groups tend to accept the implicit judgment of those who have status even where the judgment is directed against themselves.

Again, educators have a key role. We have a high priority position with an opportunity to help develop the self-esteem of the Black youngster and attitudes of respect and equality in Caucasian children.

Young people deserve to be taught the truth, the whole truth, as nearly as today's historians can provide it. As educators, we should be concerned that the textbooks now in use in our schools reflect views on racial and social issues that either have been proved erroneous by modern scholars or at least have changed a great deal based on modern research. As citizens we should be aware and concerned that such ommissions and distortions in textbooks now in use have helped to deepen racial discrimination. Failure to include Blacks is perpetuating false notions among some whites of their superiority and false notions among some Blacks of their inferiority.

To tell the truth is no only to state facts but also not to obscure that which is unpleasant or harsh. For example, one idea prevalent in the news media, as well as in textbooks, and conveyed by what is not

said is the implication that fine race relations have prevailed between whites and blacks, thus ignoring the long history of violence between the two groups.

We have no desire to place blacks in any exaggerated, favorable light. There is a wish, however, to see the black included in the mainstream of history in a way commensurate with his contributions and chosen on the same basis of selectivity as members of other groups.

This curriculum guide is entitled "Integrating Black Studies into an Existing Social Studies Curriculum," however, it is assumed that in the scheme of things, the word "black" could be erased from the title and, in its place, the name of any other ethnic/racial group could be inserted and the aim of this guide would not be altered, save some of the content. It is the process that is important for teachers to follow. This is only a model.

The syllabus, intended for K-8 grades focuses on famous Black Americans and African history, includes suggestions for field trips in the Chicago area. The syllabus is divided into kindergarten, primary, middle, and upper grade instructions. It suggests that primary grade teachers place materials related to Blacks on bulletin boards. As part of a third grade tour of the United States, pupils will study the South as it is today, not the plantation of 100 years ago.

The fourth grade section gives information on ancient African kingdoms. Black explorers, inventors, cowboys, and scientists will be incorporated into the regular fifth grade curriculum. The sixth through eighth grade section enables the upper grade teacher the flexibility of building this content into the appropriate social studies area.

PRE-SCHOOL AND KINDERGARTEN

EXPERIENCES FOR EARLY CHILDHOOD

We like to think of the public school as a meeting place for the American masses with their cultural differences. In order to develop a positive self-image for the child, the schools must begin by ac every child and helping him realize that his everyday experiences are important to others as well as to himself. The curriculum must embrace experiences that will develop the child's basic mental abilities to analyze and organize his experiences to draw inferences and develop creativity and inventiveness. This can only be accomplished in an atmosphere where there is an appreciation of the worth of each individual.

The young child should be encouraged to share freely incidents which provide understanding of his home and community life. Not only will such sharing help him to feel better about himself, but will provide an opportunity for the entire group to be enriched through knowledge of the cultural differences present in their group.

SELF IMAGE

Development of a positive self-image may be reinforced by use of black, white, and Oriental dolls. As the black child plays with the black doll, not only will he/she obtain a more realistic image of himself/herself as a "father/mother", but he/she will feel an identification with all black father/mothers and all black people in a very positive and acceptable way. The white child will also have an opportunity to know and "love" a black doll "baby." In an atmosphere of love and acceptance, all are appreciated.

Every teacher should a camera in the classroom. No pictures will stimulate conversation like pictures of ourselves. When the pictures are thrown on the screen with an opaque projector or mounted on a chart, children will begin to talk, not only about themselves, but about their families and neighborhoods. Such discussions can form the beginnings of an "Our Community" book to which can be added pictures of people of the community and stories of class field trips.

HOLIDAYS

Holidays provide a wonderful and natural way to introduce children to the concept of the pluralistic nature of our society. Celebration of George Washington Carver Day, Martin Luther King Day, Malcolm X Day, as well as Negro History Week may supplement the normal emphasis given to understanding blacks throughout the total curriculum.

MUSIC

Music and rhythms may be used not only for developing auditory discrimination skills but may provide excellent opportunities to note the contributions of the black man to music. Children may be introduced to the instruments used to accompany the song and dance. Stories about black composers and musicians may be used as a part of the Story Hour. Pictures of black performing artists may adorn the room. With the popularity of children's educational television programs such as Sesame Street, Mr. Rogers, etc., children learn from the records produced by these shows. You may wish to use the record from Sesame Street which deals with differences, prejudices, and self-esteem. The Mr. Rogers record deals with getting along with your neighbor, being helpful, and building a good self-concept.

Every aspect of the curriculum can build understanding of the cultural differences in our classrooms and in the society at large. Puppetry and choral speaking can help to set children at ease who are hesitant or afraid. Puppets can speak for them if they are too shy to speak for themselves. In choral speaking, everyone can take part so no one child feels that he is different. Young children would enjoy learning Paul Lawrence Dunbar's "Dawn" or David W. Cannon's "Pigment", and there are many poems written by black poets especially for young children. Anthologies of childrens writings such as "The Me Nobody Knows," edited by Stephen M. Joseph, provides material which young and old enjoy.

It should be evident that schools for young children are organized to serve many needs. The flexibility and breadth of a good nursery or kindergarten curriculum provide for these needs without distracting the life style of the young child. Though flexible, it is planned. It provides for:

(1) Strengthening the physical power of the child;

(2) Expressing their ideas and feelings creatively through art, music, language, and movement;

(3) Extending interest and understanding of the world about them by observation, experiments, etc.;

(4) Playing well with other children, acquiring responsibility and some independence and expanding their language and their social world;

(5) Extending and enriching their language (this often means developing standard speech);

(6) Growing in some understanding of space, time, number and size relationships, measuring, counting, etc.; and

(7) Deepening and extending their emotions, expressing ideas, spontaneously and creatively, learning to respond to new situations with satisfaction, and to be at ease and confident in the group.

If a teacher is to accomplish these goals and, at the same time, deliberately integrate "Black Studies" in the curriculum, she must develop a program, schedule, and interest centers sufficiently diverse to meet these needs. The classroom should provide arts and crafts center - dramatic play center, block building center, manipulative materials center, urban center, music center, display center, and other centers such as areas for sand and water play or for apparatus in support of large muscle activity, or a wood-working area. In each, attention must be given to be certain that wherever natural and possible the black experience will be included.

ELEMENTARY CURRICULUM

INTRODUCTION

If one believes that schools must develop a better understanding of the implications of the social and psychological dynamics of cultural differences and translate this understanding into educational programs, then the teacher planning for elementary children must reflect this in her curriculum development. While all children learn better when the content of the curriculum is tuned to their own experience as a point of departure, for black children this is a sine qua non if any motivation is to be generated.

Just as stress on the development of skill language and concept formulation and the development of an adequate self-image has been recommended for young children, teachers of older children must also place emphasis upon language skills. Every effort possible should be made to provide good classroom and school libraries with books by and about the Black man. Reading may enlarge the child's sensitivities so that he may be equipped to live in an expanding world. Biographies of black Africans and Americans should be an integral part of the reading program. Poetry by such Blacks as Margaret Williams, Cocentee Cullen, Phyliss Wheatly, Le Roi Jones, James Weldon Johnson, Claude McKay, and others should be included. Another good anthology is Calvade published by Houghton Mifflin.

Through reading and the discussions and sociodrama which may follow, children will learn about America's cultural diversity, destroy stereotyped thinking about the Black Man, develop their own self-image, and generally develop an understanding of our society.

Since oral communication is a medium for sharing thoughts and ideas, children should be given opportunity to speak before the class or a group using poetry and/or prose. Children should be encouraged to write their own stories and poems for sharing orally. Story telling should be continued with older children. They may tell stories using flannel boards, puppets, dramatization and other media.

GRADES 1 AND 2

Since there is no specific social studies content at these grade levels, it was decided to highlight the importance of multi ethnic readers for all of the students.

OTHER SUGGESTIONS FOR GRADES 1 AND 2

A. In the Primary Grades there is emphasis upon National celebrations, and we recommend that Frederick Douglass be studied as part of the Lincoln celebrations. On Veterans Day the role of the Negro soldiers in all of America's battles should be taught.

B. During the emphasis upon Community helpers, the Negro should be included by the utilization of bulletin board material which incorporates Negro men and women. It is suggested that every school in the District subscribe to Ebony Magazine and the Tuesday Supplement to the Chicago Sun-Times. These magazines can be used to clip pictures for bulletin board displays.

C. A study of Our Neighbors must also include pictures and emphasis upon Negro men, women, and children.

AFRO-AMERICAN CALENDAR

In working with younger children in grades one and two, the teacher may wish to approach the study through the use of an Afro-American calendar.

JANUARY	Benjamin Lundy (4); Paul Cuffee (17), Dr. Daniel Hale Williams (18)
FEBRUARY	Langston Hughes (1); Dr. Charles Henry Turner (3); Richard Allen (14 Frederick Douglass (14); Dr. W. E. B. DuBois (23); Marian Anderson (27)
MARCH	Col. Charles Young (12); Norbert Rillieux (18); Crispus Attucks (died on March 5, 1770); Harriet Tubman (10); Jan Matzelinger (20)
APRIL	Cpt. Robert Smalls (5); Booker T. Washington (5); Paul Robeson (9); Granville T. Woods (23); James Beckwith (26); Duke Ellington (29); John James Audubon (26)
MAY	Elijah McCoy (2); Nannie H. Burrough (2); Major Martin Delany (6); William Grant Still (11); Joe Louis (13); Countee Cullen (30)
JUNE	Dr. Charles R. Drew (3); Roland Hayes (3); Dr. Charlotte Hawkins Brown (11); James Weldon Johnson (17); Charles W. Chestnut (20); Henry O. Tanner (21); Paul Laurence Dunbar (27)
JULY	Mary McLeod Bethune (11); Ira Aldridge (24); Charles S. Johnson (24)
AUGUST	Robert Purvis (4); Dr. Ralph J. Bunche (7); Matthew A. Henson (8); Clarence Cameron White (10); Ernest Everett Just (14); Peter Salem (16)
SEPTEMBER	Hiram R. Revels (1); James Forten (2); Prince Hall (12); Jesse Owens (12); Alain Leroy Locke (13)
OCTOBER	R. Nathaniel Dett (10)
NOVEMBER	Benjamin Banneker (9); W. C. Handy (16); J. ERnest Wilkins (27)
DECEMBER	William A. Hinton (15); Dr. Carter G. Woodson (19)

Many other dates may be added, especially of contemporary Black achievers. The students would not only study about the particular person but would spend some time learning about the period in which they lived, the place they were born and reared and educated, and the problems they faced. They could read about them, write about them, sing about them, draw them, and construct dioramas and other visual aids about them.

GRADE 3

PART 1

It must be pointed out that the textbook, Ways of Our Land, used in many school districts is not adequate for teaching about the Black and his contributions to our history.

It is recommended that the following material be used to integrate the Black into Ways of Our Land. Additional information for this Grade 3 trip around the United States may be obtained by the purchase of a booklet distributed by the American Oil Company entitled, "American Traveler's Guide to Negro History."

A. (Use the chapter entitled, "Rockport by the Sea", pp. 1-17.)

CRISPUS ATTUCKS

On March 5, 1770, Crispus Attucks, who at one time was a slave, arrived in Boston, as a sailor and a free man. He joined forces with other citizens of Boston who were at odds with the British soldiers because their freedom and rights were being denied. A soldier knocked a boy down, whereupon, other boys began to throw snowballs at the "Red Coat" as a crowd of men came running to the scene. The group of men included the towering Crispus Attucks, and they were armed with sticks and stones. Crispus Attucks cried, "The way to get rid of these soldiers is to attack the main guard! Strike at the root! This is the nest!" And the men began to use their crude weapons against the well-armed British.

Then the guns went off. An order to fire had been given. The very first shot killed Crispus Attucks. Maybe, being tall and Negro, he was the most conspicuous person in the crowd. At any rate, Attucks was the first man to lose his life in the cause of American freedom. This was the eginning victory in the first stages of the American Revolution.

B. (Use with chapter entitled, "A Trip to Florida," pp. 18-31)

In the middle 1700's, Benjamin Banneker lived with his parents and sisters on a farm near Baltimore, Maryland. He spen very little of his time playing games with other pupils. He was

very fond of study and spent the large part of his time in reading. He enjoyed arithmetic, and often worked problems of the grades above him. He learned to work some of the most difficult problems in arithmetic, and his fame spead for miles around.

After studying a long time, he made a clock which was one of the wonders of his day. It was said to be the first clock ever made in America. It could strike the hours, and for twenty years it ran without repair. People came from all over the country to see the famous Black who made a clock that could strike.

Benjamin Benneker's highest honor came to him when President George Washington wanted a number of men to plan a beautiful city where the presidents were to make their home. He chose Benneker to help with this work. This city is now Washington, D.C.

Whenever you visit Washington, you should remember that a Black mathematician helped to plan this beautiful home of our presidents.

C. (Use with chapter entitled, "A Trip to Florida," pp. 18-31.) Information is excellent to supplement material on Washington, D.C.

ROBERT SMALLS

Robert Smalls was born in Beaufort, South Carolina, in the spring of 1839. As a slave child he acquired a little education, and by the time he became a teenager, he knew how to read and write.

As a young man, Robert Smalls exhibited great courage in piloting a runaway slave ship, the Planter, until it reached a free state, thus gaining freedom for himself and the other slaves who accompanied him.

Because of his general seamanship and his knowledge of buoys and the coast line of Charleston Harbor, Robert Smalls was appointed a pilot in the Quartermaster's Department of the United States Navy. He took part in several other gallant and brave actions, and was thus awarded several citations for service rendered during the Civil War.

In 1875 he was sent as an elected representative from South Carolina to Washington, where he served several terms. After his congressional service, Smalls was appointed Collector of the Port of Beaufort, a position which he held for many years.

D. (Use with chapter entitled, "Along the Mississippi River," pp. 46-59.)

BLANCHE K. BRUCE

Blance K. Bruce was born a slave on March 1, 1841, in Prince Edward County, Virginia. He obtained his freedom at the end of the Civil War, and entered Oberlin College to continue his education.

With only seventy-five cents in his pockets, he traveled to Jackson, Mississippi, and with his wonderful personality and ability, he became the Sergeant-At-Arms of the state senate. Governor Alcorn soon made Blanche Bruce a member of his staff with the rank of Colonel.

Through his interest and influence he suggested legislation of benefit to the people of Mississippi, and was then appointed Sheriff of Bolivar County.

Because of Blance Bruce's excellent business activities, came his appointment as a Tax Collector.

On February 3, 1875, Bruce was chosen United States Senator from Mississippi for a six-year term.

In Chicago, at the 1880 Republican Party Convention, he was a candidate for Vice-President of the United States, and the last public office he held was that of Register of the United States Treasury. He was the first Black to place his signature on our country's currency.

E. (Use with chapter entitled, "By Train to Texas, " pp. 93-107.) Information is excellent to supplement material on Chicago, Illinois.

JEAN BAPTISTE POINT DU SABLE

Jean Baptiste Point Du Sable was born about 1745, thirty years before the Declaration of Independence was signed. His father was a French pirate and his mother a beautiful Black lady. This family lived in St. Marc, a section of the West Indies.

Jean Baptiste was educated in a boarding school for boys not far from Paris, France, but when he grew into manhood, he traveled to the New World and settled in the State of Louisiana for a short while.

He became a trader and because he knew several languages, he was able to trade and bargain for goods with the Indians. Continuing up the Mississippi, he lived with the Illinois Indians and learned to speak their language, to use the bow and arrow, and to hunt buffalo on the great plains.

He continued on to the Great Lakes region, and in 1772, he settled and built a trading post at the southern end of Lake Michigan and the river. The area was called Eschikagou by the Indians, or simply Chikagou. This new trading post prospered, so Du Sable built a house of five rooms with a large fireplace and sent for his family who had been living at Fort Peoria.

Through Du Sable's efforts, surrounding his trading post and home, soon a little city grew, and gradually became the great city of Chicago--its first citizen having been Jean Baptiste Point Du Sable.

F. (Use with chapter entitled, "The Navahos," pp. 118-125.)

ESTEVANICO (A Brave Explorer)

In 1527, a party of six hundred men left Spain for the New World. Eight years later, four men came to a small village. They had wandered more than four thousand miles from the southeastern coast to the western coast of the United States. They became well known for helping the sick and the distressed. One of the four men was Estevanico, a Black sometimes called "Little Stephen."

Estevanico was a great explorer, and he traveled across rough and dangerous land, enduring heat, sand flies, mountain lions, and chilly nights. Sometimes a blue racer darted across his path, or a diamond-backed rattlesnake rattled in an angry coil. Sometimes a herd of buffalo thundered across the dry earth in a cloud of dust. Gophers and horned toads scrambled into their holes. Vultures and eagles soared overhead, but Estevanico kept on across the sands. He crossed purple mountains, searching for the gold and treasures of the rich land he hoped was just ahead.

Eventually from his great courage and determination, he discovered a settlement of Zuni Indians that had great pueblos with houses made of stone, sometimes as high as four stories, whose doorways were decorated with gleaming turquoise. He had discovered what is now the American state of Arizona--a rich and beautiful country of mountains, desert, gold, copper, cotton, and flowers. This whole area is now Arizona and New Mexico--discovered by Estevanico, a Black.

Bibliography

Arnold Adolf, Malcolm X (Crowell, 1970).

Helen A. Archibald (Editor), Negro History and Culture (Chicago, Ill: Department of Curriculum Development, Chicago City Missionary Society) p. 30.

James D. DeKay, Meet Martin Luther King (Random House, 1969).

Merl R. Eppse & A. P. Foster, An Elementary History of America, (Nashville, Tenn.: National Publishing Company, 1949), pp. 32-33.

Golden Legacy: Illustrated History Magazine (Albany, N.Y.: Fitzgerald Publishing Company).

Jane Henley & Doris McGree Haynes, Afro-American: Then and New (Benefic Press, 1969).

Langston Hughes, Famous Negro Heroes of America (Dodd, Mead and Co., 1958) pp. 23-29, 33-37, and 119-128.

John R. Koch, Where Did You Come From? (Hale & Company, 1968).

Jane D. Shackelford, The Child's Story of the Negro (Washington, D.C.: The Associated Publishing Company, Inc.), pp. 91-96.

Margaret B. Young, First Book of American Negroes (Watts, 1966).

GRADE 4

In establishing guidelines for material to be included in the intermediate social studies curriculum, a correlation of material with the current textbooks in use is recommedned. It is impossible to include all contributions made by Black men and women to the cultural heritage of the world, just as it would be impossible to include all contributions made by other ethnic groups.

The study of "Our World" must include Africa--both the ancient African kingdoms and Africa today, modern as well as primitive life. Fourth year teachers should concentrate their efforts on the unit in their textbook about the African continent. They should set forth the following goals:

(1) To examine the myth of Africa as the "dark continent."

(2) To emphasize the fact that Egypt is a part of Africa and is not to be treated as a separate entity.

(3) To trace the civilization of the ancient Kingdom of Kush, along the lower Nile River.

(4) To summarize pertinent information about three West African kingdoms--Ghana, Mali, and Songhoy--existing from the 6th to the 16th centuries, A.D.

(5) To describe the life of a child growing up in Africa today.

It is suggested that fourth grade teachers use the following four, very short paperback books to achieve the first four goals:

(1) Zenith Book Series, Doubleday Publishing Co., 1965.

(2) Basil Davidson, A Guide to African History.

(3) Doble & Braun, Great Rulers of the African Past.

(4) Daniel Chu & Elliott Skinner, A Glorious Age in Africa: The Story of Three Great African Empires.

The following book will adequately and most interestingly help to achieve the final goal listed above:

Peter Buckly, Okolo of Nigeria (New York: Simon & Schuster, 1962).

ACTIVITIES

(1) Read an African folktale to the class. Have students answer questions about folktales.

(2) Map Study: Use the maps to show the major countires in Africa. Students may read about one particular country and report on it. Reports may be made in the form of:

(a) Dramatizations
(b) Tours
(c) Picture reports
(d) Reporters
(e) Written reports, etc.

(3) Use the African song to stimulate an interest in the music of Africa.

(4) Make a timeline with special emphasis on birthdates of famous Black Americans during the colonial era.

INDEPENDENT ACTIVITIES

(1) Make travel ads or posters to encourage tourists to visit individual countries of Africa.

(2) Make a chart comparing the history of our country's discovery, exploration, revolution, and independence to that of an African country. What is similar about their histories?

(3) Develop a bulletin board display about Africa today using materials from recent periodicals and newspapers.

(4) Draw a map showing the economic resources of Africa. How can these aid the industrialization of Africa's new nations?

(5) Compare the average yearly income of families in the United States with those of selected countries of Africa. Which African country has the highest average family income. Why?

(6) Find out which African nations belong to the United Nations. What percentage of the total United Nations membership do they represent?

(7) Find out how much aid other nations give to African countries today. Which countries give the most economic aid? Why?

(8) African nations are often said to be part of the "Third World". Find out what this phrase means. Why do Africa's interests lie with the "Third World?"

(9) Do a report on the Pan-African movement. When was it started? Why was it started? Who are its leaders? What are its goals?

(10) Do a report on one of the following topics:

-- African art
-- African music
-- African religions
-- African village life

(11) Do research on a prominent African, an African school girl or school boy, an African teacher, farmer or businessman. Write a story about a day in that person's life.

(12) Write an essay on one of the following topics:

-- Many problems other than political ones face new nations

-- There is immense variation among the people of Africa.

-- Americans today have many misconceptions about Africa.

Grade 5

Text: Exploring the New World. Ginn & Co.

This outline is intended to present some of the highlights in the history of South and North America and the United States with some comments and documentations concerning Blacks as a group and as individuals as they occurred in history within the contextual continuity of the historical discipline, and to correlate it with the above text which is used widely in the districts around the State.

Unit I. Finding a New World, pp. 21-50.

A. 1. Estevanico (Little Stephen): Led an advance part in Coronado's quest for the seven cities of Cibula. Led the first expedition into Arizona and New Mexico. Killed by the Zuni Indians.

2. Nuflo de Olano: Among 30 Blacks who helped Balboa in his discovery of the Pacific Ocean.

3. Pedro Alonza Nina: A Black who accompanied spilot one of Columbus ships in his discovery of America.

Reference Materials:

The Story of the Negro, Arna Bowtemp, p. 49.
Pioneers and Patriots, Lavinia Doblee, & Edgar Toppi, p. 18.
The Negro Cowboys, Phillip Durham, Everett L. Jones, p. 4.

UnitIII. The Southeast, pp. 74-79.

A. Slavery, 1619 -

To get another view of the slavery question stories may be read to children from the references below:

Reference Materials:

The Story of the Negro, Bowtemp.
"Master & Slaves," pp. 122-126.
A Child's Story of the Negro, Jane Shakelford, "How Africans Came to America", pp. 83-84.
Forever Free, Dorothy Sterling, pp. 11-15, 17-25.

Unit IV. New England States

A. Manufacturing, pp. 130-135.

1. Jan Ernst Matzelinger: Invented the shoe lasting machine.

B. Shipbulding

1. Paul Cuffer: Shipbulder, builder and owner of a shipping company.

Reference Materials:

Great Negroes, Past & Present, Russell Adams, p. 81.
A Child's Story of the Negro, Shackelforn, pp. 199-204.
They Showed the Way, Charlemae Rollins, pp. 93-96.
Forever Free, Dorothy Sterling, p. 80.
Pioneers & Patriots, Dobler & Toppi, Chapter 5.

Unit V: The Story of Maryland

1. Benjamin Banneker: Surveyer, Mathematician, Astronomer. Built a wooden clock said to be the first striking clock built in the U.S. Helped to plan the city of Washington, D.C., and wrote an almanac.

Reference Materials:

Pioneers & Patriorts, Dobler & Toppi, Chapter 4.
Story of the Negro, Bontemps, pp. 100-101 & 107.
They Showed the Way, Rollins, pp. 20-23.
Child's Story of the Negro, Sharkelford, pp. 91-96.
Forever Free, Sterling, pp. 78-79.

Unit VI: The Making of Our Nation

A. Reolutionary War, pp. 192-201.

1. Peter Salem: Hero of Bunker Hill

2. Pompry: Spy, arranged for General Washington to take Stony Point, N.Y.

3. James Armistead: Countersny, served under Marquis de Lafayette when he faced Cornwallis in Virginia.

B. Role of Black Spies in General

Reference Materials:

Pioneers & Patriots, Doble & Toppi, Chapter 1.
Story of Negro, p. 96.
Forever Free, pp. 78-82.

Unit VII. The North Central States.

A. Ill., pp. 245-250.

1. Jen Baptiste Pointe De Sable: Founder and the first citizen of Chicago. Began the Chicago Trading Post in early 1770s.

2. Daniel Hale Williams: First successful heart surgeon.

3. Theordore K. Lawless: Dermatologist-philanthropist, Made significant contributions in the scientific treatment of leprosy.

4. Percy Julian: Chemist. Headed the soybean Research Department of the Glidden Company and formed his own company which was devoted mainly to the production of sterol from soybeans.

B. Ohio

1. Gavet A. Morgan: Inventory of the automatic stoplight.

Reference Materials:

Pioneers & Patriots, Chapter 2.
They Showed the Way, pp. 53-67.
Great Negroes, Past & Present, pp. 53, 58, 60, 62, 63.

Unit VIII. War Between the States

A. The Civil War

1. Robert Smalls: Navigator, slave-hero, congressman. Captured a dispatch and transport vessel of the Confederacy, The Planter, and turned it over to the North. A congressman in the U.S. House of Representatives from 1870-1874.

2. Harriett Tubman: Moses of her race, worker on the underground railroad.

B. Emancipation Proclamation

C. Reconstruction Era

1. John Mercer Langston: U.S. Congressman from Virginia.
2. Blanche K.Bruce, Senator from Mississippi.
3. Robert B. Elliott: U.S. Congressman from South Carolina.
4. Richard H. Cain: U.S. Congressman from South Carolina.
5. John R. Lynch: U.S. Congressman from MIssissippi.
6. Jefferson Long: U.S. Congressman from Georgia.
7. Hiram Revels: U.S. Senator from Mississippi
8. James T. Rapier: Congressman from Alabama.

D. Post-Reconstruction Period

1. William E. B. DuBois: Educator. Famed for his debate with Booker T. Washington over the type of education needed by the Negro in America. Washington stressed vocational education whereas DuBois insisted on training in the liberal arts and the humanities.

2. James Weldon Johnson: A gentlemen of letters. Noted for "Lift Every Voice and Sing," and God's Trombones." Served as a consul to Micaragua and Venezuela.

Reference Materials:

Great Negroes Past & Present, pp. 24-25, 30, 32-39, 50, 125.
Runaway Slave, Ann McGovern.
Lift Every Voice, Sterling & Quailes, Chapter 2.
Sotry of the Negro, Bontemps, pp. 141-3, 167, 186-7, 189-91.
Forever Free, pp. 7, 9, 126-31, 136, 187, 193-6.
They Showed the Way, Rollins, pp. 88, 100, 107, 117, 126.
Our Courage & Valor, Jay Sling, p. 180-184.
Famous American Negro Poets, Charlemae Rollins, pp. 28-37.

Unit IX. South Central States

A. Louisiana

1. Norbut Rillieux: Slave scientist. Developed scientific principles for refining sugar.

B. Alabama

1. George W. Carver: Scientist. Agriculturalist. Developed some three hundred produces from the peanut, sweet potato, wood shavings, and cotton stalks.

Reference Materials:

They Showed the Way, p. 39-42.
Armed with Courage, May, McNeer & Lynn Ward, pp. 39-54.
Story of the Negro, p. 182.
Great Negroes Past & Present, p. 56.

Unit XI. The Pacific Coast States.

A. Gold Rush

Many Blacks, both slaves, and free traveled west.

B. Blacks accompanied various expeditions of explorers:

1. Lewis & Clark
2. Fremont
3. Mormon migration.

C. Cowboys & frontiersmen, such as Nat Love (Deadwood Dick) and Cherokee Bill helped open the West.

D. Black cavaly and infantry units in the West helped expand and hold United States territory.

E. The Indian and the Blacks had a common cause (mistreatment by whites) and developed mutual trust.

Reference Materials:

Negro Cowboys, pp. 6-7.

FAMOUS PLACES IN BLACK HISTORY

A. Objectives

1. Teach students how to use a map.
2. Make students aware of the many monuments, etc., dedicated to Black people in this country.
3. Give students the opportunity to visit some Black monuments.

B. Procedure

1. Pass out outline maps of the United States with numbers on appropriate states already filled in.

   a. Use the map that is attached to this unit as a guide.
   b. Have the students fill in all the states, with or without assistance.

2. Pass out a dittoed list of the following places to each student.

   a. East

      (1) Frederick Douglass Home
      (2) James Weldon Johnson Cabin
      (3) Harriet Tubman Home
      (4) Bunker Hill
      (5) Crispus Attucks Monument
      (6) Emancipation Statue
      (7) Howard University
      (8) Freedman's Hospital
      (9) Baseball Hall of Fame

   b. South

      (10) Booker T. Washington Monument
      (11) Dr. Martin Luther King Jr. Memorial
      (12) Atlanta University Complex
      (13) Estevanico Landing
      (14) Tuskeegee Institute
      (15) Black War Dead
      (16) Fort Sumter
      (17) King Assassination
      (18) W.C. Handy Park
      (19) Isaac Murphy Monument

   c. Midwest

      (20) DuSable Memorial
      (21) Sjourner Truth Grave
      (22) Paul Lawrence Dunbar Home
      (23) Scott Decision Courthouse
      (24) Fort Scott

(25) Fort Leavenworth
(26) Ruins of all-Black town
(27) Carver Monument

d. Far West

(28) Estevanico Site
(29) The Alamo
(30) Fort Stanton
(31) Fort Apache
(32) York Memorial
(33) Fort Shaw
(34) Beckwourth Trail
(35) Beckwourth Pass
(36) Pearl Harbor

3. Have students find the appropriate number of the place on the map and fill in the place next to the number.

4. After finding all the places, each student should be assigned a number.

a. Give students ample time to find information on their number.
b. Some basic questions should be answered by the students as they research:

(1) Why is the place honored?
(2) When was it made a monument?
(3) How many people visit it a year?

c. The students' reports should be written, but it would be advantageous to have each report read to the class.

5. A field trip to some of the closer monuments should be arranged for the students sometime during the year.

Bibliography

Ebony Magazine, June 1972, pgs. 176, 177, 178, 180, 182, and 184.

SAMPLE MAP

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GRADE 6

In most sixth grade textbooks there is a concentration on Africa and the teachers should concentrate on dispelling myths regarding the Continent of Africa. It is suggested that the study of Africa be expanded at the sixth grade level to emphasize the newly emerging and independent countries of Africa.

The following is a guide for a social studies unit studying Sub-Sahara Africa.

Main Idea: Sub-Sahara Africa is a diverse geographic region with a little known but rich historical tradition.

CONTENT	LEARNING EXPERIENCES
1. Diversity of topography and climate make Africa a continent of geographic contrasts. 2. Many important kingdoms were founded in Sub-Sahara Africa during the Golden Age before Europeans were aware of these great civilizations. 3. Domination of African life by European colonizers had adverse effects upon its people's ability to develop and use their own human and economic resources. Materials Books (Multiple Copies) Chu - Glorious Age in Africa (10) Curtin - Africa, South of the Sahara (10) Davidson - A Guide to African History (10) Dobler - Great Rulers of the African Past (10) Hapgood - Africa (10) Jochanan - Africa, The Land, The People, The Culture (10) Mensolan - Arab World, New Africa (10)	Opener Write the word Africa on the chalkboard. Have students list as many things as they can about the people and lands of Africa. When the list is completed, let them group and label the items. Ask them to evaluate their knowledge of Africa and its people on the basis of those groupings. What else would they need to know to understand this continent? Note to Teacher: The activity in the Opener is Thinking Task I: Concept Formation. Thinking Tasks throughout the unit are identified in the margin for the convenience of the teacher.

CONTENT	LEARNING EXPERIENCES

Books (Single Copies)

Burke - Africa
Salkever - Sub-Sahara Africa
Singleton - Africa in Perspective

Films

Atlantis - Negro Kingdoms
Coronet - African Continent: An Introduction

Filmstrips

CCM - The Living Heritage of Black Africa
EBF - Africa: Historical Heritage
The Slave Trade
Warren A. Schloat - Early Art
Sculpture
Masks

Maps

Africa - Historical Periods Wall Map
Africa - Physical-Political Wall Map
Africa - Student Outline Maps

Records

Africa South of the Sahara
Music of Equatorial Africa

Study Packets

Compile-A-Topic: Early African Civilizations

Development

1. Let students study a physical map of Africa.

   a. Ask the class these questions and record their answers for use with Activity 4.

      1) How large is Africa in comparison to the United States?

      2) What significant mountains and plateaus does the map show?

      3) What major river systems flow through the continent?

      4) Where are large desert areas located?

      5) What percentage (or fractional part) of Africa is jungle? What part is grassland?

      6) How does the coastline of Africa compare with that of the United States? Does the absence of coastal indentations make for good harbors?

   b. Have students look at the map and see if they can see why Africa has one history north of the Sahara and another history south of the Sahara.

      Be sure students understand that North Africa is considered part of the Arab World while Central and South Africa have had a different cultural and historic tradition.

CONTENT	LEARNING EXPERIENCES

Jackdaw - The Slave Trade and Its Abolition

Tape

Life of Gustava Varga

Transparencies

Africa's New Nations
Africa's Tribal Lands

Student Readings: Book One

1. East African Discovery
2. Map: Early African Kingdoms
3. Map: Portuguese Exploration to 1600
4. West Africa in the Sixteenth Century
5. Europe in the Age of Exploration and Discovery
6. How It Began
7. Atlantic Slave Routes
8. West African Cargoes
9. A Typical Day on A Slave Ship
10. The African Association
11. African Folk Tales and Proverbs
12. The White Man's Burden

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2. Show the film African Continent: An Introduction (MC-11). Discuss information given in the film about land forms, climatic regions, natural resources, land use.

3. Have students use outline maps of Africa and:

   a. Locate and mark the main areas of rain forest, grasslands and desert.

   b. Use different color schemes to show land elevations.

   c. Mark mountain ranges.

   Optional: A large class map can be made on a bulletin board using string or yarn with clear glue for the outline. Pictures of desert scenes, savannas, mountains, rivers, and other natural phenomena could be mounted and placed appropriately.

   Small groups could make maps showing climate, rainfall, animal life, plant life, land use and mineral resources.

4. Let students study the various regions of Sub-Sahara Africa and list the countries located in each of these areas: West Africa, Central Africa, East Africa, Southern Africa. Do students know the leaders of any of these nations?

West Africa

Dahomey	Mauretania	Upper Volta	Nigeria
Guinea	Niger	Gambia	Liberia
Ivory Coast	Senegal	Sierra Leone	
Mali	Toga	Ghana	

CONTENT	LEARNING EXPERIENCES

Central Africa

Cameroon
Central African Republic
Chad
Congo (Brazzaville)
Congo (Kinshasa)
Gabon

Southern Africa

Southwest Africa
Botswana
Rhodesia
Swaziland
Lesotho
Republic of South Africa

East Africa

Burundi
Rwandi
Uganda
Kenya
Tanzania
Zambia
Malawi
Mozambique
Malagasya Republic

Have a volunteer print the areas and the names of the countries in each area on a piece of tagboard and place this tagboard chart on a bulletin board for student reference throughout the unit.

5. Refer back to information listed in the Opener and Acitvity 1. Let students make appropriate additions to this list.

   Ask students what generalizations they can make about the continent. They should see that Africa is a land of contrasts and have a realistic concept of its great size and variety. They should also know that the region of Africa south of the Sahara contains a large number of nations.

6. On a map of the world have the class review the areas where early man first began.

CONTENT	LEARNING EXPERIENCES
	a. Ask students: Why were these areas the "cradles of life"? Write their responses on the chalkboard. b. Have students use one of the following sources to find out what scientists think about the origin of early man: Africa (Burke), pp. 20-22 Africa (Hapgood), pp. 4-5 A Guide to African History, pp. 1-9 East African Discovery; The Work of Dr. L.S.B. Leakey - Student Reading (Dr. L.S.B. Leakey and his wife have made important finds in Olduvai Gorge, a deep canyon in East Africa, located near Lake Victoria in Tanzania near Kenya. The fossils were of a small primate, slender in build and not weighing more than one hundred pounds. He lived close to 2,000,000 years ago. Scientists believe that mankind may have begun in Africa, and slowly moved to other parts of the world.) Note to Teachers: If you have taught a unit on Stone-Age Man, review how early man lived. Review also the "Cradle of Civilization", Egypt, and include mention of Pharaoh Ra Nubian and Nefertari (wife of Ahmose I). Discoveries at excavations near Khartoum in the Sudan and El Badari on the Nile indicate that Stone Age Negroes laid the foundations for much of the civilization of the Nile Valley. They manufactured pottery before pottery was made in other parts of the world.

CONTENT	LEARNING EXPERIENCES
	7. Show the filmstrip The Living Heritage of Black Africa (FF-307) to give students an overview of African history. a. Discuss these questions: 1) Where was the oldest kingdom in Africa located? 2) What kind of historical records were left by this civilization? 3) In what way did the Kush empire influence the rest of Africa? 4) What other empires flourished during the 12th century in Africa? 5) What three great kingdoms were located in West Africa? 6) How did these kingdoms obtain their wealth? 7) In what ways were East and West African empires similar? 8) What kinds of contact did the inhabitants of these black African kingdoms have with Europe? b. Optional: Individual students may do research and report on one of these early African Kingdoms: Nubia, Kush, Axum. 8. Tell the class that, because Africa has such a long and varied history, one area - West Africa - has been chosen for study. Divide the students into three groups and assign each group

CONTENT	LEARNING EXPERIENCES
	one of these important West African kingdoms for study: Ghana, Mali, Songhay. Each group will locate information for the retrieval chart shown on page 8. a. Students may use these questions to guide their research: 1) Where was the kingdom? 2) When was it important? 3) What type of government did it have? 4) What was the basis for its economy? 5) What was the way of life of its people? 6) What were its accomplishments in architecture, art, religion? 7) When did the kingdom decline? 8) What caused its decline? b. Student references: 1) Ghana Africa (Burke), pp.81-91 A Guide to African History, pp. 20-25 A Glorious Age in Africa, pp. 13-50 Africa, The Land, The People, pp. 20-21 Arab World, New Africa, pp. 115-116

CONTENT	LEARNING EXPERIENCES

2) Mali
Africa (Burke), pp. 92-100
A Guide to African History, pp. 25-28
A Glorious Age in Africa, pp. 51-78
Africa, The Land, The People, p.21
Arab World, New Africa, pp. 116-117
Great Rulers of the African Past, pp.2-23

3) Songhay
Africa (Burke), pp. 100-106
A Glorious Age in Africa, pp. 79-113
Africa, The Land, The People, p.22
Arab World, New Africa, pp. 117-118
Great Rulers of the African Past, pp. 27-66
Early African Civilizations--Study Packet

9. Show the film Negro Kingdoms (CES-1).

a. Discuss these questions:

1) Why did early peoples from northern Africa migrate southward?

2) How was contact maintained northward over the desert?

3) How did the introduction of new foods and new materials lead to the development of western African kingdoms?

4) What other influence helped bring about the Golden Age of Africa?

5) What was the earliest kingdom? What contributed to its growth?

6) How did Mali gain power?

CONTENT	LEARNING EXPERIENCES
	7) What event showed the world the wealth and power of Mali? 8) What led to the conquest of Mali by Songhay? 9) What were Ali Beer's accomplishments? 10) Why did the Golden Age end? 11) What new forces came to shape the history of Africa? 12) How was a false idea of African history spread throughout the rest of the world? b. Add any pertinent information to the class retrieval chart.

CONTENT	LEARNING EXPERIENCES
Thinking Task II - Interpretation of Data	10. Have student groups report on their study of the three kingdoms: Ghana, Mali and Songhay. a. Let students review the information on the class retrieval chart. b. Conduct a summarizing discussion: 1) Why was each of these kingdoms important? 2) How were the kingdoms similar in political organization? 3) How were their economics alike and different? 4) What were the common characteristics of their ways of life? 5) What were the major accomplishments of each kingdom? 6) Why did these nations decline? 7) If Africa had so many important civilizations, why was it called the "Dark Continent"? 8) What can you say about Africa from 1000-1800 A.D 11. Review with students the interest of European explorers the late 1400's. a. Student references: A Guide to African History, pp. 59-74 Great Rulers of the African Past, pp. 69-92 Map - Portuguese Exploration to 1600 - Student Readi

WEST AFRICAN KINGDOMS

	Ghana	Mali	Songhay
1. Where was it located?			
2. When was it important?			
3. What was its type of government?			
4. What was the basis for its economy?			
5. What was its way of life?			
6. What were its accomplishments in art, architecture, religion?			
7. What were the reasons for its decline?			
8. How do we know its history?			

ANANSI PLAYS DEAD

Anansi, the spider, is the main trickster-hero of the Ashanti people of Ghana. Like the hare, the monkey and the turtle in other parts of Africa, like Brer Rabbit in the United States and like the mouse deer of Indonesia, Anansi's stock-in-trade is outwitting other creatures of the field and the forest. All the folk tales of the Ashanti people are known as Anansesem--spider tales. When Africans came to populate regions of the New World, they brought their Anansi tales, among others, with them.

In nearly all the tales in which he appears, Anansi is portrayed as a creature without scruples. He outwits other animals most of the time; but now and then, his unscrupulous deeds backfire, and he is punished. His actions often exemplify how the small and physically weak may, through shrewdness, contrive to triumph over the strong. However, there is no moral teaching implicit in most of his victories. While his shrewdness is applauded, his mischievous or wicked acts are not necessarily approved. Moral teachings are more likely to be drawn from his defeats. In tale after tale, Anansi is caught in some outrageous act and forced to hide his shame by disappearing into dark corners or into the tall grass. Anansi--and other animals as well--often do things that are wanton or vulgar, things that would be unacceptable in real life. In the framework of the folk tale, these acts may appear humorous to the African, even though in real life they would be grim and unpardonable. Thus the folk tale is not, on the surface at least, a mirror of Ashanti mores. Cultural values are so deeply ingrained that it isn't necessary to point out that this character is behaving badly, or that one well. The backdrop to all tales, unseen and unheard but ever present, is the intricate and delicate Ashanti system of values. When Anansi commits a crime, he commits it within a system which repudiates crime. If he gets away with it sometimes, well that is a realistic conception. People who violate rules sometimes do get away with it. But sooner or later, in the next tale perhaps, Anansi gets his due.

While Anansi is always thought of as the spider, he often thinks and behaves as though he were a human being. There are contradictions which demand suspension of rigid concepts as to what Anansi looks like physically. In the gumman story below, for example, he strikes the effigy with his "right hand," his "left hand," his "right foot" and his "left foot," though a spider has no hands and a good many feet. To the West African, Anansi is always a spider but he lives in the framework of human institutions and human values, and his wisdom, his foibles and his follies are those of human beings. For the African listener, there are no contradictions and no problems in Anansi's character.

In the story we have an explanation of why the spider is found in certain places, in this instance in the dark corners of house The gum-man episode is known throughout a large part of Africa and in New World communities settled by people of African descent. "Brer Rabbit and the Tar Baby" is one of the most familiar of the Brer Rabbit stories in the United States. It is interesting to note that the precise sequence of Anansi's hitting with his right hand, left hand, right foot, left foot, etc., has been preserved in the Brer Rabbit version, and the accompanying comments are usually the same. The gum-man theme is also found in the lore of certain North American Indians.

In the Ashanti version, the service held at Anansi's "grave" supplicating him for protection relates to widely held West African concepts of the dead as protecters and benefactors of the living. The irony of supplication of a "dead" Anansi for help while the living Anansi hides in the coffin is a source of the amusement to the African.

ANANSI PLAYS DEAD (continued page 2)

One year there was a famine in the land. But Anansi and his wife Aso and his sons had a farm, and there was food enough for all of them. Still the thought of famine throughout the country made Anansi hungry. He began to plot how he could have the best part of the crops for himself. He devised a clever scheme.

One day he told his wife that he was not feeling well and that he was going to see a sorcerer. He went away and didn't return until night. Then he announced that he had received very bad news. The sorcerer had informed him, he said, that he was about to die. Also, Anansi said, the sorcerer had prescribed that he was to be buried at the far end of the farm, next to the yam patch. When they heard this news, Aso, Kweku Tsin and Intikuma were very sad. Anansi had more instructions. Aso was to place in his coffin a pestle and mortar, dishes, spoons and cooking pots, so Anansi could take care of himself in the Other World.

In a few days, Anansi lay on his sleeping mat as though he were sick, and in a short time he pretended to be dead. So Aso had him buried at the far end of the farm, next to the yam patch, and they put in his coffin all the cooking pots and other things he had asked for.

But Anansi stayed in the grave only while the sun shone. As soon as it grew dark, he came out of the coffin and dug up some yams and cooked them. He ate until he was stuffed. Then he returned to his place in the coffin. Every night he came out to select the best part of the crops and eat them, and during the day, he hid in his grave.

Aso and her sons began to observe that their best yams and corn and cassava (a rootstock used in making tapioca and cassava bread) were being stolen from the fields. They went to Anansi's grave and held a special service. They asked Anansi's soul to protect the farm from thieves.

That night Anansi again came out, and once more he took the best crops and ate them. When Aso and her sons found out that Anansi's soul was not protecting them, they devised a plan to catch the person who was stealing their food. They made a figure out of sticky gum. It looked like a man. They set it up in the yam patch.

That night Anansi crawled out of his coffin to eat. He saw the figure standing there in the moonlight.

"Why are you standing in my fields?" Anansi said.

The gum-man didn't answer.

"If you don't get out of my fields, I will give you a thrashing," Anansi said. The gum-man was silent. "If you don't go quickly, I will have to beat you," Anansi said.

There was still no reply. The gum-man just stood there. Anansi lost his temper. He gave the gum-man a hard blow with his right hand. It stuck fast to the gum-man. Anansi couldn't take it away.

"Let go of my right hand," Anansi said. "You are making me angry!"

But the gum-man didn't let go.

"Perhaps you don't know my strength," Anansi said fiercely. "There is more power in my left hand. Now both his hands were stuck.

"You miserable creature," Anansi said, "so you don't listen to me! Let go at once and get out of my fields or I will really give you something to remember! Have you ever heard of my right foot?"

There was no sound from the gum-man, so Anansi gave him a kick with his right foot. It, too, stuck.

"Oh, you like it, do you?" Anansi shouted. "Then try this one, too!"

He gave a tremendous kick with his left foot, and now he was stuck by both hands and both feet. "Oh, are you the stubborn kind?" Anansi cried. "Have you heard of my head?"

And he butted the gum-man with his head, and that stuck as well.

"I'm giving you your last chance now," Anansi said sternly. "If you leave quietly, I won't complain to the chief. If you don't, I'll give you a squeeze you will remember!" The gum-man was still silent. So Anansi took a deep breath and gave a mighty squeeze. Now he was completely stuck. He couldn't move this way or that. He couldn't move at all.

In the morning, when Aso, Kweku Tsin and Intikuma came out to the fields, they found Anansi stuck helplessly to the gum-man. They understood everything. They took him off the gum-man and led him toward the village to be judged by the chief. People came to the edge of the trail and saw Anansi all stuck up with gum. They laughed and jeered and sang songs about him. He was deeply shamed, and covered his face with his headcloth. And when Aso, Kweku Tsin and Intikuma stopped at a spring to drink, Anansi broke away and fled. He ran into the nearest house, crawled into the rafters and hid in the darkest corner he could find. From that day until now, Anansi has not wanted to face people because of their scoffing and jeering, and that is why he often hides in dark corners.

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GRADES 7 & 8

This section of the guide will enable the junior high school teacher to utilize any portion of this section because of the diversity of the subject matter and area of specialization that takes place in the upper grades.

There is a special timeline to be used in the American History course and separate teaching units on history--music, literature, art, science, sports, and geography (famous places in Black history). There is also a bibliography for the junior high school student and a bibliography for the teacher's use as background information.

FAMOUS PLACES IN BLACK HISTORY

A. Objectives

1. Teach students how to use a map.
2. Make students aware of the many monuments, etc., dedicated to Black people in this country.
3. Give students the opportunity to visit some Black monuments.

B. Procedure

1. Pass out outline maps of the United States with numbers on appropriate states already filled in.

   a. Use the map that is attached to this unit as a guide.
   b. Have the students fill in all the states, with or without assistance.

2. Pass out a dittoed list of the following places to each student.

   a. East

      (1) Frederick Douglass Home
      (2) James Weldon Johnson Cabin
      (3) Harriet Tubman Home
      (4) Bunker Hill
      (5) Crispus Attucks Monument
      (6) Emancipation Statue
      (7) Howard University
      (8) Freedman's Hospital
      (9) Baseball Hall of Fame

   b. South

      (10) Booker T. Washington Monument
      (11) Dr. Martin Luther King Jr. Memorial
      (12) Atlanta University Complex
      (13) Estevanico Landing
      (14) Tuskeegee Institute
      (15) Black War Dead
      (16) Fort Sumter
      (17) King Assassination
      (18) W.C. Handy Park
      (19) Isaac Murphy Monument

   c. Midwest

      (20) DuSable Memorial
      (21) Sjourner Truth Grave
      (22) Paul Lawrence Dunbar Home
      (23) Scott Decision Courthouse
      (24) Fort Scott

(25) Fort Leavenworth
(26) Ruins of all-Black town
(27) Carver Monument

d. Far West

(28) Estevanico Site
(29) The Alamo
(30) Fort Stanton
(31) Fort Apache
(32) York Memorial
(33) Fort Shaw
(34) Beckwourth Trail
(35) Beckwourth Pass
(36) Pearl Harbor

3. Have students find the appropriate number of the place on the map and fill in the place next to the number.

4. After finding all the places, each student should be assigned a number.

a. Give students ample time to find information on their number.
b. Some basic questions should be answered by the students as they research:

(1) Why is the place honored?
(2) When was it made a monument?
(3) How many people visit it a year?

c. The students' reports should be written, but it would be advantageous to have each report read to the class.

5. A field trip to some of the closer monuments should be arranged for the students sometime during the year.

Bibliography

Ebony Magazine, June 1972, pgs. 176, 177, 178, 180, 182, and 184.

SAMPLE MAP

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The following is a timeline of United States History, Black History, and Black personalities.

This timeline can be mimeographed and distributed to each student for utilization throughout his study of American history in the upper grades.

The major resource material for this timeline was: Layman's Guide to Negro History by Erwin R. Salk, Quadrangle paperback, Chicago, 1966.

TIME LINE U.S. BLACK HISTORY
1607-1775
ONE INCH EQUALS FOUR YEARS

Jamestown Va.
1607

Pilgrims settle
Plymouth Mass.
1620

Maine
N.H. 1623

Mayflower Compact
1620

New York colonized
1621

Tobacco and rice
are colonial staples

U.S. HISTORY

-Blacks accompanied the first Spanish explorers, such as Balboa, Ponce de Leon, Cortez, Pizarro and Menendez.

-In the late 1400's, Portugese explorers introduce the first Black captives into Europe, Spain quickly follows the lead of Portugal and in the early 1500's brings the first slaves to South America and the West Indies.

20 Blacks land at Jamestown, Va., in 1619 as indentured servants

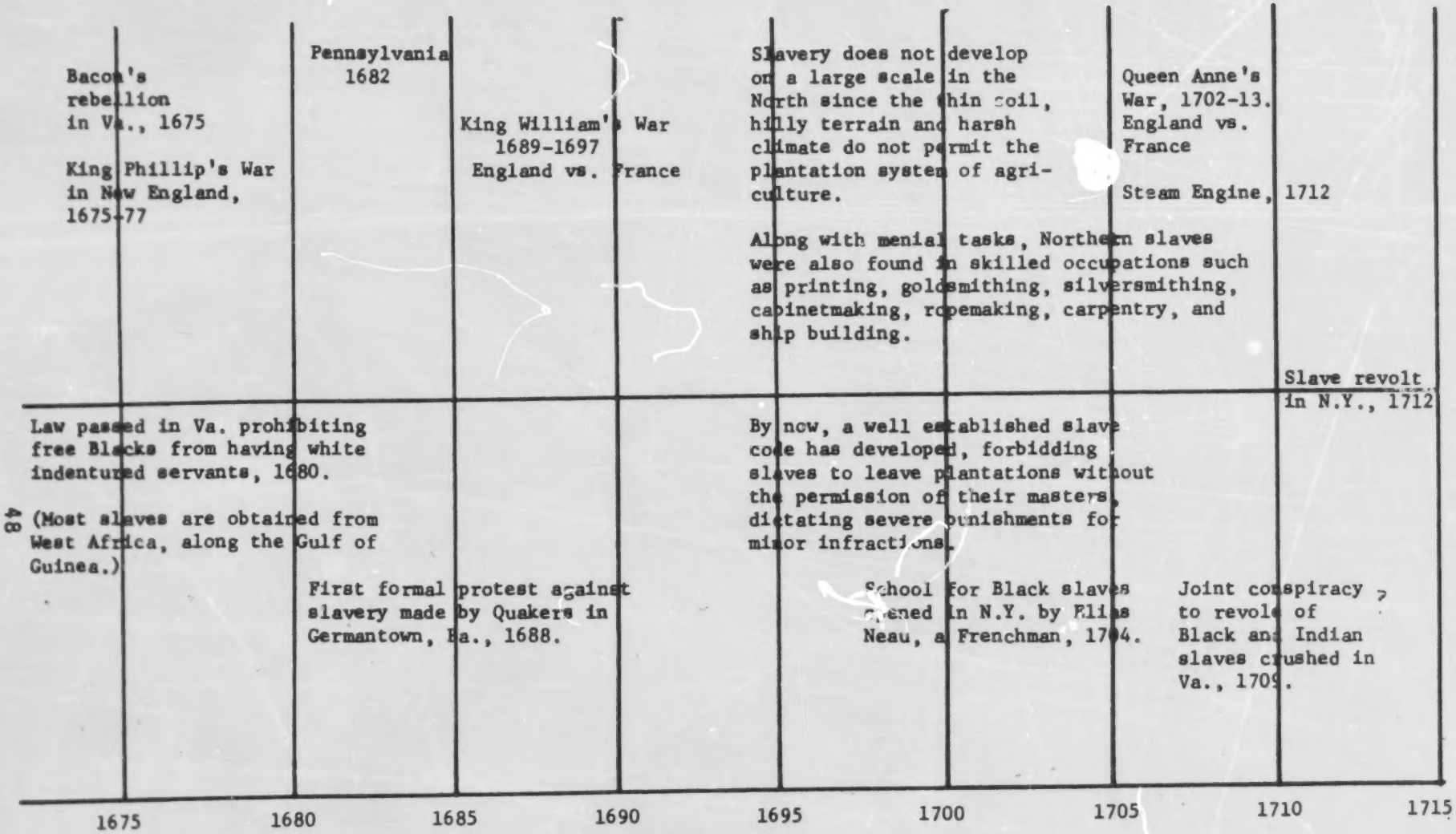
BLACK HISTORY

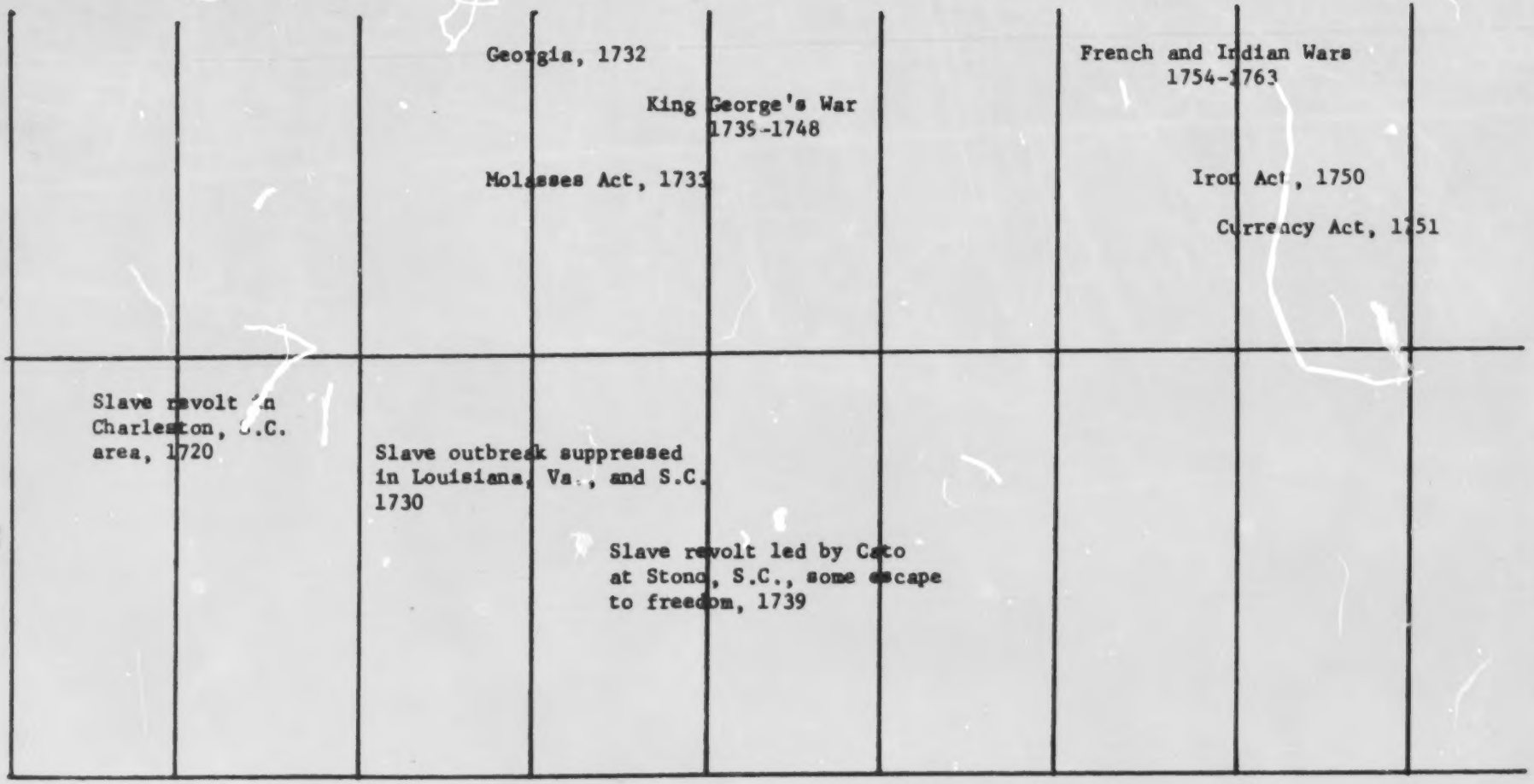
1607 1610 1615 1620 1625

-In 1492, Pedro Alonso Mino, a Black, was a member of Columbus' crew.

-Estevanico is credited with discovering what is now New Mexico and Arizona, 1538.

William Tucker, first Black child born in America, 1624.


Bacon's rebellion in Va., 1675
King Phillip's War in New England, 1675-77
Pennsylvania 1682
King William's War 1689-1697 England vs. France
Slavery does not develop on a large scale in the North since the thin soil, hilly terrain and harsh climate do not permit the plantation system of agriculture.
Along with menial tasks, Northern slaves were also found in skilled occupations such as printing, goldsmithing, silversmithing, cabinetmaking, ropemaking, carpentry, and ship building.
Queen Anne's War, 1702-13. England vs. France
Steam Engine, 1712
Slave revolt in N.Y., 1712
Law passed in Va. prohibiting free Blacks from having white indentured servants, 1680.
(Most slaves are obtained from West Africa, along the Gulf of Guinea.)
By now, a well established slave code has developed, forbidding slaves to leave plantations without the permission of their masters, dictating severe punishments for minor infractions.
First formal protest against slavery made by Quakers in Germantown, Pa., 1688.
School for Black slaves opened in N.Y. by Elias Neau, a Frenchman, 1704.
Joint conspiracy ? to revolt of Black and Indian slaves crushed in Va., 1709.
1675
1680
1685
1690
1695
1700
1705
1710
1715



Jupiter Hammon (1720-1800) is probably the first Black poet in the U.S.

Benjamin Banneker, inventor and one of the planners of the city of Washington, D.C. (1731-1805)

Jean Baptiste Pointe Du Sable (1745-1818), founder and first permanent settler of Chicago (1790)

Lemuel Haynes (1753-1833) fought in Continental army; first regular Black pastor to a white congregation.

Prince Hall (1748-1807), Revolutionary War veteran and founder of the Negro Masonic Order in America, 1787.

Paul Cuffe (1759-1817), seaman and philanthropist.

Peter Salem (1750-1816), hero at Bunker Hill; fired shot that killed Maj. John Pitcarin of British Army.

Proclamation of 1763 by George III-no westward expansion.

Parliament enforces "no trade with other countries" law against the colonies, 1763.

Paper Money Act and Sugar Act, 1764.

Stamp Act, 1765

Repeal of Stamp Act, 1766
Townshend Act, 1767
Boston Tea Party, 1773
"Intolerable Acts", 1774

First Continental Congress, 1774

First shots fired at Lexington, 1775

Colonial Population:
1743: 1 million
1767: 2 million
1776: 2 1/2 million (of which 1/2 are Blacks)

Quakers led by Anthony Benezet open a school for Blacks in Phila. 1770.

First Black Baptist Church is organized at Silver Bluff, S.C. 1773.

Phillis Wheatley's book "Poems on Various Subjects" is published, 1773.

Black and white minutemen fight at Lexington and Concord, against the British, and throughout the Revolutionary War (1775-1783).

First emancipationist society in the U.S. is organized in Philadelphia, 1775.

1760 1765 1770 1775

Richard Allen, founder of AME Church is born a slave in Phila., 1760.

Chrispus Attucks is the first of 5 Americans killed in the Boston Massacre, 1770.

James Derham, generally recognized as the first Black physician, born a slave in Phila., 1762.

James Forten (1766-1842), wealthy abolitionist used energy and shrewdness in struggle for rights of free Blacks.

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TIME LINE U.S. HISTORY
1775-1865
3/4 INCH EQUALS ONE YEAR

Declaration of Independence
July 4, 1776

Articles of Confederation
adopted, 1781

Revolutionary War, 1775-1783

France recognized American
Independent, gives aid, 1778

Second Continental Congress, 1775

British evacuate Phila., 1778

British win Battle of Bunker Hill,
Boston, 1775

Peace Treaty, 17

Cornwallis surrenders at
Yorktown, Va., 1781

British evacuate Boston, 1776

U.S. HISTORY

Continental Congress serves as governing body, 1775-1781

Pennsylvania abolishes slavery,
1780 (gradual)

Continental Congress approves
enlistment of free Blacks, 1776

Conn. & R.I. abolish
slavery in 1784

In the original draft of the
Declaration of Independence,
Thomas Jefferson denounces
slavery.

Seven Blacks of Dartmouth,
Mass., including Paul Cuffe,
petition against taxation
without representation, 1780

Vermont is first state
to abolish slavery, 1777

Rhode Island authorizes
the enlistment of slaves,
1778

At least 5,000 Blacks
fight in the Revolutionary War

HISTORY

1775

1780

Among those who fought: Peter Salem
Salem Poor
Titus Coburn
Cato Howe
Alexander Ames
Seymour Burr
Pomp Fiske
Prince Hall

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BLACK PERSONALITIES

Shay's Rebellion 1786-1787, points up need for a strong central government

Tariff of 1789

Constitutional Convention, 1787

3/5 compromise for taxes and representation

Constitution effective, 1789

Bill of Rights effective 1791

Cotton gin invented, 1793

Whiskey Rebellion, 1794, put down by Federal Govt.

Jay Treaty, 1794

Alien and Sedition Acts 1798

PRESIDENTS: GEORGE WASHINGTON 1789-1797 (Fed.) | JOHN ADAMS

Continental Congress excludes slavery from the Northwest Territory (Great Lakes area) 1787

Blacks petition Mass. State Legislature for equal educational facilities, 1787

First free school for Blacks opens in New York City, 1787

Fugitive Slave Act passed, 1793

S.C. free Blacks protest state poll tax, 1793-1794

Free Blacks of S.C. protest to their state legislature against inequities before the law, 1791

N.Y. abolishes slavery, 1799 (gradual)

Zion Methodist Church organized in N.Y.C., 1796

1785 1790 1795

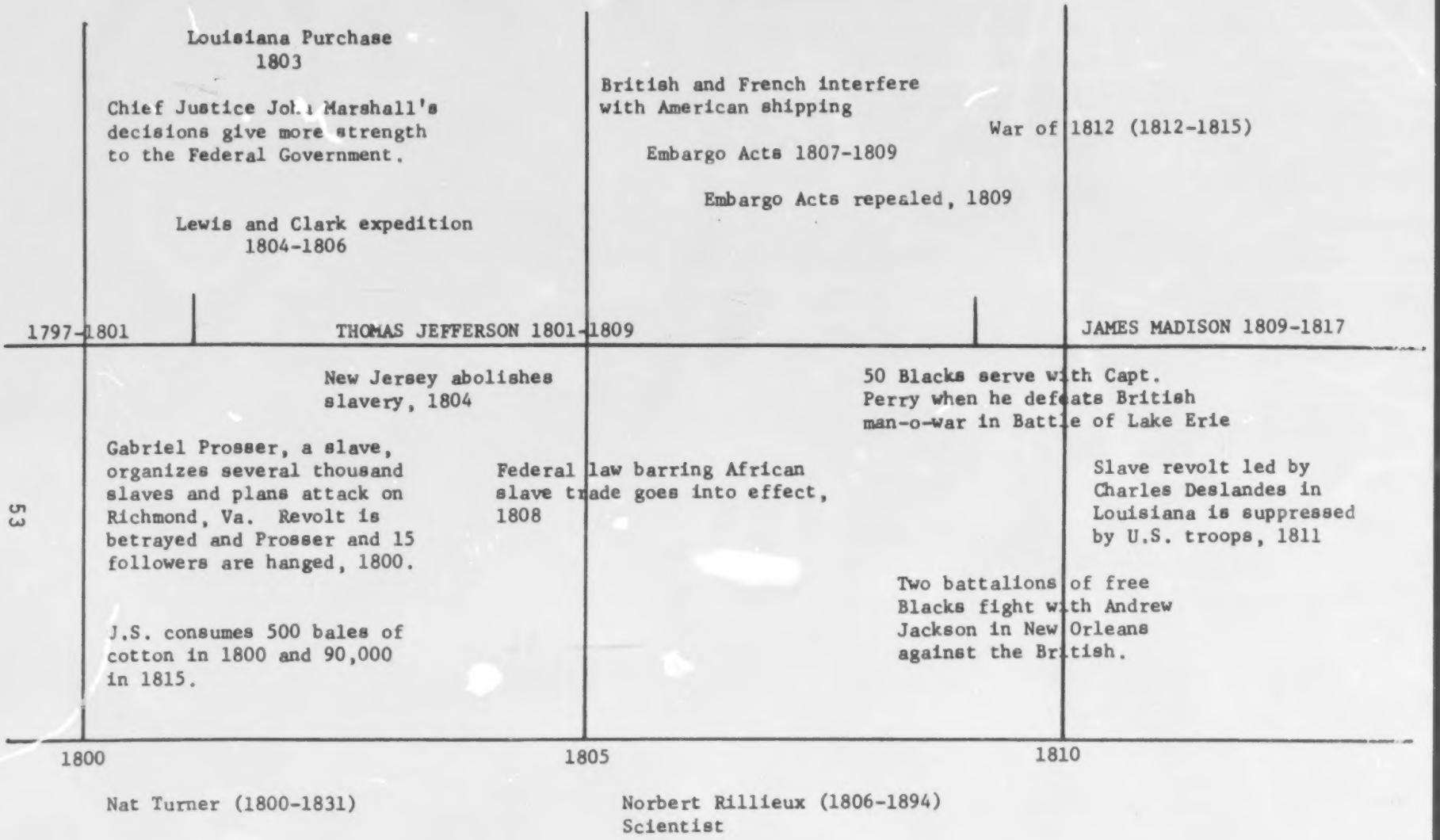
David Walker (1785-1830)

Richard Allen & Absalom Jones organized Philladelphia's Free African Society, 1787

Joshua Bishop named pastor of First Baptist Church for whites, Portsmouth, Va., 1792

Richard Allen and followers organize the Bethel A.M.E. Church, 1794

Sojourner Truth, first Black woman anti-slavery lecturer and leading abolitionist born a slave in N.Y., 1797


Louisiana Purchase
1803
Chief Justice John Marshall's decisions give more strength to the Federal Government.
Lewis and Clark expedition
1804-1806
British and French interfere with American shipping
Embargo Acts 1807-1809
Embargo Acts repealed, 1809
War of 1812 (1812-1815)
1797-1801
THOMAS JEFFERSON 1801-1809
JAMES MADISON 1809-1817
New Jersey abolishes slavery, 1804
Gabriel Prosser, a slave, organizes several thousand slaves and plans attack on Richmond, Va. Revolt is betrayed and Prosser and 15 followers are hanged, 1800.
U.S. consumes 500 bales of cotton in 1800 and 90,000 in 1815.
Federal law barring African slave trade goes into effect, 1808
50 Blacks serve with Capt. Perry when he defeats British man-o-war in Battle of Lake Erie
Slave revolt led by Charles Deslandes in Louisiana is suppressed by U.S. troops, 1811
Two battalions of free Blacks fight with Andrew Jackson in New Orleans against the British.
1800
1805
1810

Nat Turner (1800-1831)

Norbert Rillieux (1806-1894)
Scientist

Treaty of Ghent signed, 1814

A century of American isolation begins

First Seminole War, 1818

Spain cedes Florida to U.S., 1819

Rush-Bagot Agreement of 1817 limits fortification on the Great Lakes

North and South divided on the slavery issue.

Electric Motor 1822

Monroe Doctrine 1823

Missouri Compromise, 1820

JAMES MONROE 1817-1825

1825-1829 JOHN QUINCY ADAMS

Black church achieves legal separation and independence, 1816

Two major troop expeditions against large settlements of outlawed fugitive slaves in S.C. and Fla., 1816

American Colonization Society organized to transport free Blacks to Africa, 1816

Blacks in Conn. disfranchised 1818

In 1822, Denmark Vesey organizes one of the most elaborate slave revolts on record, involving thousands of Blacks in the Charleston, S.C., area. Revolt is betrayed and 37 are hanged.

First Black newspaper, "Freedom's Journal," New York City, 1827

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1815 1820 1825

Henry Garnet (1815-1882) abolitionist, minister to Liberia

Frederick Douglass (1817-1895) born a slave in Maryland.

Hiram Revels (1822-1901) first Black U.S. Senator, born free in N.C.

John Russwurm, first Black college graduate, receives degree at Bowdoin, 1826

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John Jones (1816-1879)

William Still (1821-1902) Abolitionist

Harriet Tubman (1826-1913)

Alexander Crummell (1819-1898) writer, minister

Richard Cain (1825-1887) U.S. Congressman

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Controversial Issues:
Tariff
Federal Bank
Price of western lands
Slavery
States Rights vs. Federal power

Telegraph, 1837

William Lloyd Garrison begins publication of "Liberator", 1831

Depression, 1837

WM. H. HARRISON 1841 (1 mo.)

ANDREW JACKSON 1829-1837)

MARTIN VAN BUREN (1837-1841)

JOHN TYLER (184

Publication of "David Walker's Appeal to the Colored People of the World," an anti-slavery pamphlet by Walker, a free Black, 1829

Publication of "The Ethiopian Manifesto" by Robert Young, a free Black, 1829

Black library founded in Phila., 1833

American Anti-Slavery Society organized in Phila., by Black & white abolitionists, 1833

Nat Turner's Revolt in Va., 1831

First Black magazine, "Mirror of Liberty," published in N.Y. City by David Ruggles, 1838

"Slavery as It Is," published by Theodore Weld, 1839

Liberty party organized in N.Y., 1839

Black newspaper, "Weekly Advocate" established in N.Y., 1837

World Anti-Slavery Conference in London 1840

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1830 1835 1840

John Langston (1829-1897) U.S. Congressman

Ebenezer Bassett (1833-1908) Diplomat

Charles Redmond is first Black lecturer employed by an anti-slavery society, 1838

Blanche Bruce (1841-1897) U.S. Senator

Jefferson Long (1836-1900) U.S. Congressman

James Rapier (1839-1884) Congressman

Robert Smalls (1839-1897) Congressman

Pinckney Pinchback (1837-1920) Politician

Robert Elliott (1842-1884) Congressman

Texas annexed, 1845

Gold Rush, 1849

Kansas-Nebraska Act of 1854 repeals Missouri Compromise

Mexican War 1846-1848

Nashville Convention of 1850 to consider secession if Calif. admitted as free state

War for "Bleeding Kansas", 1854-1858

Compromise, 1850

Gadsden Purchase, 1853

JOHN TYLER 1841-1845) | JAMES POLK 1845-1849 | ZACHARY TAYLOR 1849-1850 (1 yr. 4 mos.) | MILLARD FILLMORE 1850-1853 | FRANKLIN PIERCE 1853-1857

Boston Blacks hold series of meetings protesting Jim Crow schools, 1844

Women's rights and anti-slavery causes linked in first Women's Rights Convention, 1848

"Uncle Tom's Cabin," an anti-slavery novel is published. Arouses anti-slavery sentiment all over the world, 1852

Blacks of New England form "Freedom Association" to assist fugitive slaves, 1845

Mass. Supreme Court establishes "separate but equal" precedent, 1849

Frederick Douglass' famous 4th of July speech in N.Y. asks "Why should blacks celebrate this holiday?", 1852

Dred Scott files suit for his freedom, 1847

Strong fugitive slave bill passed; meets massive resistance throughout nation, 1850

First black college, Lincoln Univ., rounded in Pa., 1854

Dred Scott [illegible] by U.S. Sup[illegible]

Liberia declared an independent republic, 1847

Anthony Burns episode in Boston, 1854

1845 1850 1855

Macon Allen, first black formally admitted to the bar passes exam, 1845

Harriet Tubman escapes from slavery in Md., 1849

Jan Matzeliger (1852-1889) Inventor

Jack Lynch (1847-1912) U.S. Congressman

John Smythe (1844-1908) U.S. Minister to Liberia

William Still starts Underground Railroad passenger record; Harriet Tubman makes first trip, 1850

First novel published by an American Black, "Clotel" by William Wells Brown, 1853

Granville Woods (1856-1910) Inventor

George Williams (1849-1891) Historian

Lincoln-Douglas debates, 1858

7 States secede when Lincoln is elected and form confederacy, 1860

Civil War 1861-1865

Gettysburg Battle July 2-3, 1863

Vicksburg falls, July 4, 1863

Confederates fire on Fort Sumter, 1861

Lee surrenders at Appomattox Court House to end Civil War, 1865

Assassination of Lincoln, 1865

England decides against war with U.S.

1857-1861 JAMES BUCHANAN

ABRAHAM LINCOLN 1861-1865 4 years, 40 days

Last slave ship lands slaves at Mobile Bay, Ala., 1859

Arkansas legislature requires free slaves to choose between exile and enslavement, 1859

John Brown's raid in Va., 1859

About 4 million slaves in U.S. by outbreak of Civil War

Sec. of Navy authorizes enlistment of Black slaves, 1861

Congress declares that U.S. will pay states for slaves if they adopt gradual abolition, 1862

*Congress authorizes Lincoln to accept Blacks for military service, 1862

Emancipation Proclamation, 1863

Congress passes 13th Amendment which abolishes slavery, 1865

Congress establishes Freedmen's Bureau to aid refugees and freedmen.

*From the end of the War of 1812 to the middle years of the Civil War, the U.S. Army had banned Blacks as soldiers.

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1860

"The Escape," first play by an American Black is published by William Wells Brown, 1858

1865

George W. Carver (1864-1943) Scientist

Anthony Overton (1864-1946) Banker, manufacturer

John Rock becomes the first Black to practice law before the Supreme Court, 1865

Patrick Healy, first U.S. Black to win Ph.D. degree (Belgium), 1865

Many Blacks fight valiantly in the war; many receive the Congressional Medal of Honor for their bravery.

TIME LINE U.S. BLACK HISTORY
1865 -
3/4 INCH EQUALS ONE YEAR

Alaska purchased, 1867

Reconstruction Act, 1867

Amnesty Act, 1872

Depression, 1873

Civil War 1861-1865
650,000 war deaths

14th Amendment, 1868

Corruption and depression rock Grant administration

15th Amendment, 1870

U.S. HISTORY

ANDREW JOHNSON 1865-1869

ULYSSES GRANT 1869-1877

About 1/4 of Union sailors are Black.

200,000 Blacks in Union Army

At least 20 Blacks win the Congressional Medal of Honor

About 38,000 Black soldiers die in battle

First Blacks elected to American legislature, 1866

Fisk University opens, 1866

Colored Natl. Labor Union, 1869

Civil Rights Bill passed over presidential veto, 1366

Suffrage given to D.C. Blacks over Johnson's veto, 1867

Sharecropping system emerges

South Carolina's govt. consists of 84 Black legislators of 157 total, 1867

Colfax Massacre in La., 1

A.K. Davis elected lieut governor of Miss., 1873

Civil Rights [illegible] signed by Gran[illegible] 1875 (bars discrimination in theaters, hotel[illegible] and trans[illegible]

Race violence in Tenn., La., and Miss., 1874

BLACK HISTORY

1865

1870

Edwin Walker and Charles Mitchell elected to Mass. House of Rep., 1866

Oscar Dunn, an ex-slave becomes lieutenant governor of La., 1868

Jonathan Wright becomes associate justice of S.C. Supreme Court, 1870

P.B.S. Pinchback becomes acting governor of La., 1872, and is elected to U.S. Senate following ye[illegible]

Matthew Henson (1867-1955) Polar Explorer

Hiram Revels, first U.S. Black Senator to take office, 1870

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Joseph Rainey, first Black in House of Rep., 1870

Robert Wood elected mayor of Natchez, Miss., 1870

William Handy born 1873, "Father of the Blues"

BLACK PERSONALITIES

Telephone, 1876

Railroad expansion

Organized labor battles anti-union forces

Electric light, 1880

Last Indian Wars

A.F. of L., 1886

Rise of industry
Value of manufactured products exceeds value of farm products for the first time

Cities expand; rise of slums

JAMES GARFIELD 1881 6 1/2 months

RUTHERFORD HAYES 1877-1881 | CHESTER ARTHUR 1881-1885 | GROVER CLEVELAND 1885-1889

Miss. governor requests and is denied federal troops to protect rights of Black voters, 1875

Exodus of 50,000 Blacks to the North, 1879

"The Mississippi Plan" (terror activity) brings downfall of Reconstruction government, 1875

Pinchback refused Senate seat after 3 years of debate, 1876

Pres. Hayes withdraws last Fed. troops from the South, 1877

Blanche K. Bruce becomes second Black to serve in U.S. Senate 1875-1881

Tenn. begins modern segregation movement with Jim Crow railroad car law, 1881; 13 other states follow suit

Carrollton Miss. Massacre, 1886

Augustus Tolton, first American Black priest ordained in Rome, 1886

1875

Edward Bouchet becomes first Black awarded Ph.D. by an American university (Physics-Yale), 1876

Henry Flipper, first Black graduate of West Point, 1877

James Augustus Healy, first Black Roman Catholic Bishop in America, 1875

1880

Garrett Morgan (1875-1963) Inventor

Ernest Just (1883-1941) Biologist

Frederick Douglas appointed Recorder of Deeds for D.C., 1881

Booker Washington opens Tuskegee Institute, 1881

1885

Ulysses Dailey (1885-1961) Surgeon

Marcus Garvey (1887-1940)

Alain Locke (1886-1954) Rhodes Scholar, Philosopher

Sherman Anti-Trust Law, 1890

Open range disappears by 1890

First autos in U.S., 1893

National Association of Manufacturers founded in 1895

Trusts continue to grow

Battle of standards-gold vs. silver

Spanish American War, 1898-U.S. gains Cuba, Puerto Rico, Guan and the Philippines

Klondike Gold Rush 1896

Boxer Rebellion in China, 1900

Wright brothers flight, 1903

Panama Canal Treaty, 1903

BENJAMIN HARRISON 1889-1893 | GROVER CLEVELAND 1893-1897 | WILLIAM McKINLEY 1897-1901 4 years 6 months

Miss. Constitutional Convention begins systematic exclusion of Blacks from political life of South, 1890; eventually, 7 other states follow

Colored Farmers Alliance has organizations in 20 states with 1 1/4 million members, 1891

Booker T. Washington delivers "Atlanta Compromise" speech, 1895

Plessy vs. Ferguson decision by Supreme Court upholds "Separate but equal" doctrine, 1896

Tenth Cavalry relieves Theodore Roosevelt's Rough Riders in Cuba 1898

Reign of terror against Blacks and white radicals around Phoenix, 1898 (S.C.)

Race riot in Wilmington, N.C., 1898

Riot in New Orleans destroys 30 Black homes, 1900

Supreme Court decision upholds clauses in Ala. constitution which disfranchise Blacks, 1900

Term of George White ends; last of the post-Reconstruction congressmen, 1901

Booker T. Washington dines at White House with Pres. Roosevelt who is then criticized in the South, 1901

1890 1895 1900

Dr. Daniel Williams performs world's first successful heart operation, 1893

Theordore Lawless (1892-) Dermatologist-Philanthropist

Charles Johnson (1893-1956) Writer, social scientist

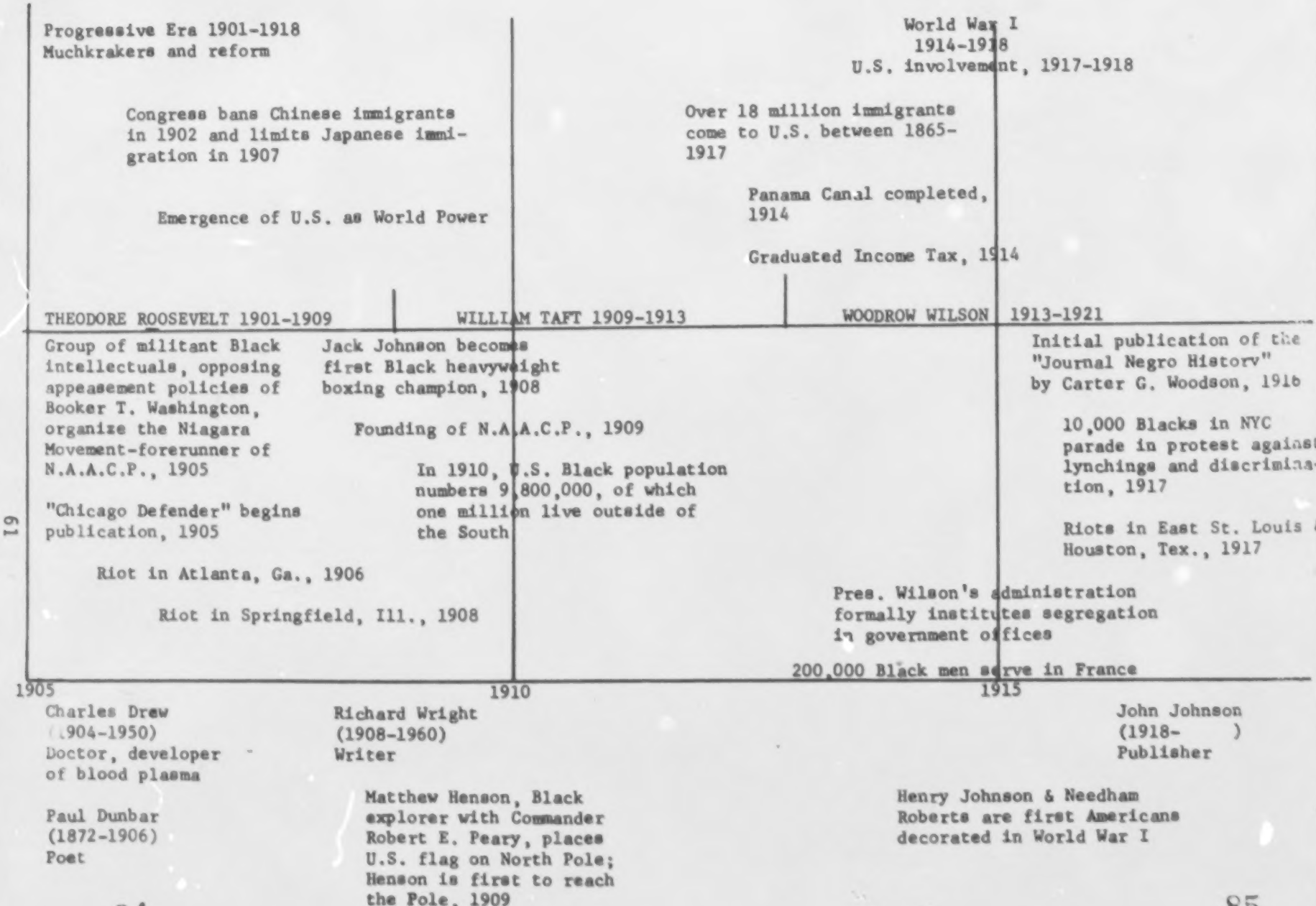
Percy Julian (1898-) Chemist

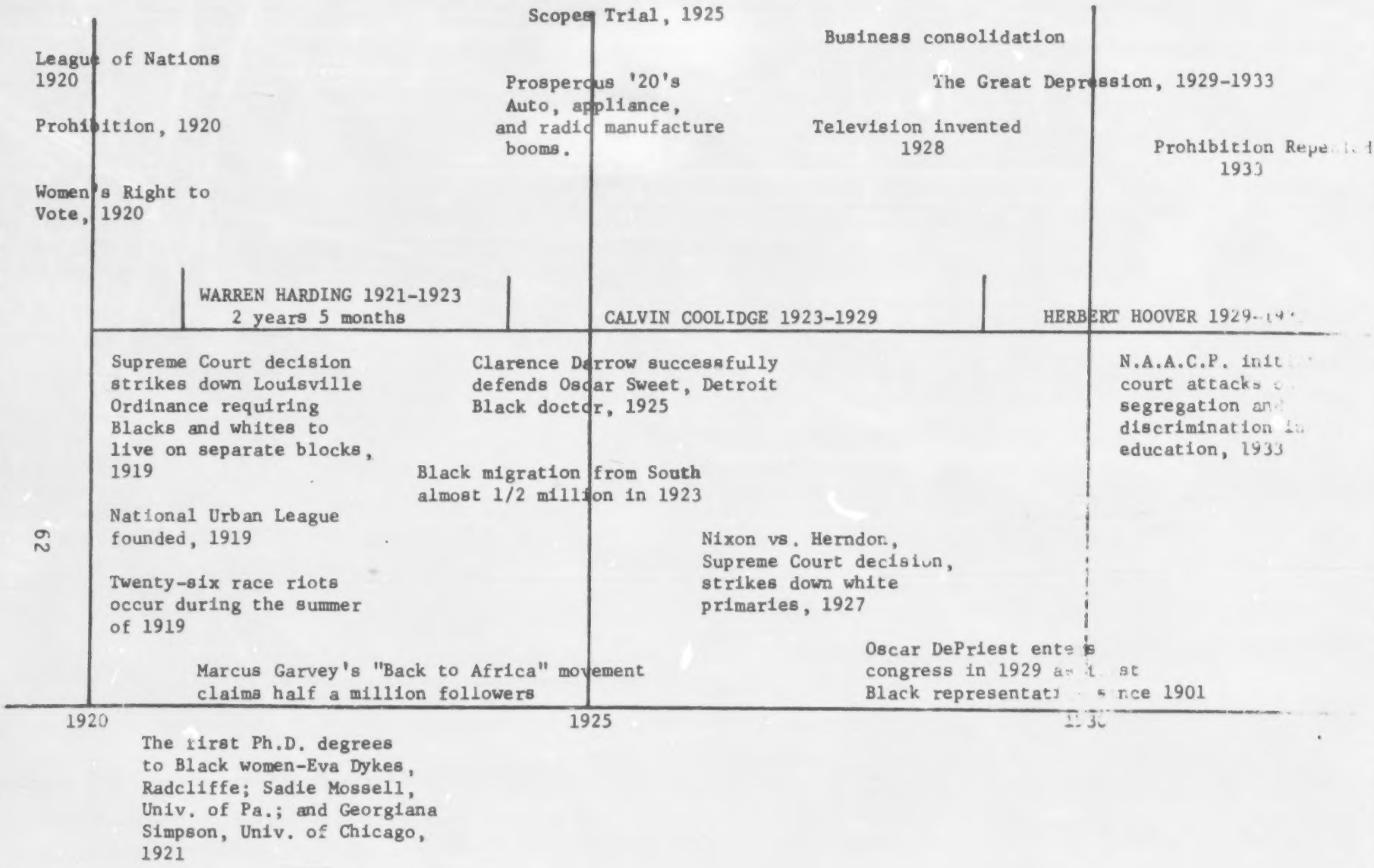
Paul Robeson (1898-) Singer

W.E.B. DuBois' "The Souls of Black Folk" crystallizes opposition to Booker T. Washington's program of social and political subordination of Blacks, 1903

Langston Hughes (1902-) Writer

Louis Armstrong (1900-)


Progressive Era 1901-1918
Muckrakers and reform
Congress bans Chinese immigrants in 1902 and limits Japanese immigration in 1907
Emergence of U.S. as World Power
World War I
1914-1918
U.S. involvement, 1917-1918
Over 18 million immigrants come to U.S. between 1865-1917
Panama Canal completed, 1914
Graduated Income Tax, 1914
THEODORE ROOSEVELT 1901-1909
WILLIAM TAFT 1909-1913
WOODROW WILSON 1913-1921
Group of militant Black intellectuals, opposing appeasement policies of Booker T. Washington, organize the Niagara Movement-forerunner of N.A.A.C.P., 1905
"Chicago Defender" begins publication, 1905
Riot in Atlanta, Ga., 1906
Riot in Springfield, Ill., 1908
Jack Johnson becomes first Black heavyweight boxing champion, 1908
Founding of N.A.A.C.P., 1909
In 1910, U.S. Black population numbers 9,800,000, of which one million live outside of the South
Initial publication of the "Journal Negro History" by Carter G. Woodson, 1916
10,000 Blacks in NYC parade in protest against lynchings and discrimination, 1917
Riots in East St. Louis & Houston, Tex., 1917
Pres. Wilson's administration formally institutes segregation in government offices
200,000 Black men serve in France
1905
1910
1915
Charles Drew
(1904-1950)
Doctor, developer of blood plasma
Paul Dunbar
(1872-1906)
Poet
Richard Wright
(1908-1960)
Writer
Matthew Henson, Black explorer with Commander Robert E. Peary, places U.S. flag on North Pole; Henson is first to reach the Pole, 1909
John Johnson
(1918-)
Publisher
Henry Johnson & Needham Roberts are first Americans decorated in World War I


Scopes Trial, 1925
Business consolidation
League of Nations 1920
Prosperous '20's
Auto, appliance, and radio manufacture booms.
The Great Depression, 1929-1933
Prohibition, 1920
Television invented 1928
Prohibition Repealed 1933
Women's Right to Vote, 1920
WARREN HARDING 1921-1923
2 years 5 months
CALVIN COOLIDGE 1923-1929
HERBERT HOOVER 1929-1933
Supreme Court decision strikes down Louisville Ordinance requiring Blacks and whites to live on separate blocks, 1919
Clarence Darrow successfully defends Oscar Sweet, Detroit Black doctor, 1925
N.A.A.C.P. initiates court attacks on segregation and discrimination in education, 1933
Black migration from South almost 1/2 million in 1923
National Urban League founded, 1919
Nixon vs. Herndon, Supreme Court decision, strikes down white primaries, 1927
Twenty-six race riots occur during the summer of 1919
Oscar DePriest enters congress in 1929 as first Black representative since 1901
Marcus Garvey's "Back to Africa" movement claims half a million followers
1920
1925
1930
The first Ph.D. degrees to Black women-Eva Dykes, Radcliffe; Sadie Mossell, Univ. of Pa.; and Georgiana Simpson, Univ. of Chicago, 1921

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The New Deal program initiated to bring the country out of depression

Peacetime conscription, first time in U.S. history, 1940

Pearl Harbor Dec. 7, 1941

Atomic bombs dropped on Hiroshimo & Nagasaki, 1945

United Nations 1945

First sustained nuclear reaction, Dec. 2, 1942, University of Chicago

FRANKLIN ROOSEVELT 1933-1945 12 years 3 months

Jesse Owens wins 4 Gold Medals in Berlin Olympics, 1936

Marian Anderson denied use of Constitution Hall (D.C.) by the Daughters of the American Revolution, 1939

Black seamen admitted to Naval Reserve, 1942

Georgia repeals poll tax, 1945

CORE organized, 1943

Segregated inter-state bus travel banned by Supreme Court, 1946

Gibbs vs. Board of Ed. suit to equalize salaries of white and Black teachers is first of a series of such suits, 1936

Dr. Charles Drew develops blood plasma, 1941

Race riots in L.A. Detroit, Harlem & Beaumont, Tenn., 1943

50,000 Black men and women serve overseas

First Black federal judge, William H. Hastie, 1937

Pres. Roosevelt establishes F.E.P.C. to prohibit discrimination in defense industries, 1941

War Dept. abolishes segregation in Army posts, 1944

Anti-Black riots in Detroit, 1942

1935 1940 1945

Arthur Mitchell elected to U.S. Congress as the first Black Dem. Congressman, 1934

Joe Louis wins heavy-weight championship from J.J. Braddock, 1937

Jane Bolin, first Black woman judge appointed to N.Y.C., 1939

Paul Robeson stars in Othello, on Broadway, 1943

Langston Hughes' play "The Mulatto," begins ... bway run

Crystal Fauset, first Black woman state legislator, elected to Pa. House of Rep., 1938

"Native Son" by Richard Wright published, 1940

Jackie Robinson, first Black in major league baseball signs with Brooklyn, 1947

James Weldon Johnson (1871-1938) Writer

Benjamin O. Davis Sr. becomes first Black general in U.S. history, 1940

ACTIVITIES

TEACHER'S NOTE: Careful planning of regular classroom activities is necessary so that Blacks are included in the total classroom environment.

1. Bulletin Boards
2. Library Centers
3. Resource Persons
4. Field Trips
5. Current Radio and T.V. Programs
6. Scrapbooks
7. Written Biographies
8. Drama
9. Magazines
10. Class discussions and Projects
11. Special Holidays
12. Famous Places, historical shrines, etc.

Example of an activity that may be used to recognize important Black leaders for holidays.

A TRIBUTE TO DR. MARTIN LUTHER KING

Narrator: Helen Smith

In Montgomery, Alabama, in December, 1955, Mrs. Rosa Parks was arrested for violation of the segregation laws; she had refused to give up her seat on a bus to a white man. Martin Luther King Jr., the young, new minister at the Dexter Avenue Baptist Church, joined others in organizing a one-day boycott of the buses. The Montgomery Improvement association was formed and elected King president. In the next months city officials turned down the modest demands made to them that partial courtesy be shown to Negro passengers; King was arrested for the first tir in his life; mass meetings were held, and the Negro community remained firm. On November 13, 1956; the Supreme Court ruled that segregation on buses was unconstitutional. Thus the bus boycott was called off.

In the twelve years of non-violent struggle for human rights and freedom whic followed the bus boycott, Martin Luther King Jr. grew as an orator, an organizer, a writer, and a philosopher, but he never abandoned his principles of peace and love. Today, our assembly is dedicated to Dr. Martin Luther King, The Peaceful Warrior.

Recording: A recording depicting Dr. King as a peaceful worrior should be selected.

ACTIVITIES (continued)

[1]As we take a look at Dr. King, we know that his greatest accomplishments were achieved through courage and inspiration from others. Knowing the manner of man Dr. King actually was, let us imagine that his first inspirations came from his mother. The poem, "IF" by Rudyard Kipling exemplifies what Dr. King was perhaps taught for he grew up to be not just a man but a famous one.

Dramatization of "IF" by Rudyard Kipling
Cynthia Metcalf - Mother
Arthur Johnson - Dr. King

Narrator: Another one of Dr. King's most ardent admirers and inspirers was Mahatma Gandhi. Dr. King was an avid reader of Mahatma Gandhi. Gandhi challenged the British empire without a sword and won. Dr. King challenged the interracial injustice of his country without a gun. He had faith to believe he would win the battle for social justice.

Recording: "I'd Like to Teach the World to Sing"
Pictorial Reviews: Dr. Martin Luther King, Jr.

Narrator: Having shared his dreams and his moments of triumph, people all over the world mourned his death on April 4, 1968. Tributes of all kind were made. Today, almost four years later, we the students give tribute to Dr. King.

Reflections:
Students may give one minute comments or phrases about Dr. King. Ex. - Dr. King, Peaceful Warrior.

Narrator: Dr. King devised a plan for victory which hinges on the use of the "weapon of love."

As we close our assembly today, I shall say to you in the words of his widow, Mrs. Coretta King. I quote, "I would challenge you today to see that his spirit never dies and that we will go forward from this experience."

[2]Example of an activity that may be used for independent study and research.

Objectives:

1. To acquaint students with famous Black persons in the following areas:
   a. Science
   b. Government
   c. Literature
   d. History

2. To show students that many life accomplishments have been fulfilled by using another person's life as a model.

3. To experiment with small instructional groups in the learning center.

4. To examine and evaluate character traits that led to the success of the individual studied.

ACTIVITIES (continued)

5. To experiment with pattern poetry.

6. To have students look at themselves as individuals.

7. To introduce and use different media in a course of study.

Lesson Outline:

Monday - Introduction and explanation of course. Play tape by Dr. Martin Luther King and have students arrive at the fact that he used Mahatma Gahndi as a source of inspiration. Discuss important quality.

Tuesday - Filmstrip and Record Fighting Shirley Chisholm.

Wednesday - Discussion of important qualities and worksheet - Dr. Charles Drew

Thursday - Introduce pattern poetry - Cinquain? Write poem about Shirley Chisholm.

Friday - Regular Class

Monday - Tape Benjamin Banneker and worksheet

Tuesday - Group discussion - Students are also to write poems (Cinquain) about themselves. Evaluate amount of work already accomplished.

Wednesday - Literature - Listen to tape, Sounder, based on the book by William Armstrong. (The story involves a poor Black sharecropper in the old south during the Post-Civil War era. The son of this sharecropper owns a dog, Sounder. Discuss briefly this period in history. Students are then asked to find ten important events in the history of Black men.

Thursday - Langston Hughes "I, Too, Sing America". James Weldon Johnson "Lift Every Voice". Listening and Discussion.

Procedure:
- Students will report to the learning center four days per week.
- Students will be required to evaluate each lesson by filling out a worksheet. A folder is also required.
- In addition to the study outline, each student is to select one other personality and study them.
- Students are asked to write short descriptive compositions about their personal qualities.

Music - Teacher Background

As art reflects life and even predicts it, so has the Black man's recent history had a profound effect on the manner and method he chose to express himself in literature, music, the graphic and dramatic arts.

When the war ended in 1945, the drive for equal rights gained momentum. There is no cut and dried line we can make in this period of history, as far as music is concerned. One period will overlap the other so as to give us a background to work from.

The era of challenge, reassesment, and social tumult ushered in by the Supreme Courts laws was mirrered by a burst of Black creativity in all fields of endeavor.

This was not a non-dimensional thrust limited to literature. Music, the mode through which the Black man had always expressed his anguish and joy, also reflected the impact of a new Black consciousness. Black music in all its forms became, more than ever, the dominant music of contemporary life throughout the world, dictating the tastes of an entire generation of young Whites.

As people move from one part of the world to another, their music combines with others. New music emerges. The Negro spiritual was developed by Africans in America. The spiritual expresses the need of all people to make music. Music, as well as climates and customs, varies from place to place. Some music stresses rhythm, some beautiful melodies, and some harmony. No two cultures have the same music. Music develops as culture grows. Songs reflect the interest of the people who create them.

It is felt that one of the best approaches to teach this instructional unit of work is by studying the biographies of famous Afro-Americans.

By using this method an appreciation of temperament, occupations, political organizations, customs, and traditions of a people can be seen in their music.

Entertainment - Background

In entertainment, Blacks gained a comparatively early entry, especially in music. It was still a long time, until they would gain real recognition in serious movies, or on radio and TV.

Throughout the history of this country, Blacks have made significant contributions in entertainment. Despite the stereotypes and rejections common to the first half of the present century, significant progress has been realized in the last decade.

During the post-war period Blacks have enjoyed what can be termed as a "Black Renaissance" in entertainment. Blacks are featured more prominently in theatre, movies and television than ever before.

Marian Anderson and Paul Robeson became giants of the concert world in the 20th century. They became two of the highest paid concert artists in this country.

Leontyne Price has become a leading operatic star in recent years. She has performed in every major opera house in the world.

Movies, TV and radio shows have also produced their share of recognition for Blacks. More recently, Eartha Kitt, Lena Horne, Hilda Simms, Pearl Bailey and Dorothy Dandridge have been acclaimed as first class actresses. In 1963, Sydney Poitier achieved an Academy Award for the best performance by an actor during the

Such stars as the fantistic Sammy Davis Jr., Harry Belafonte, Jim Brown, Diahann Carroll, Nat King Cole, Flip Wilson, Clarence Williams, III, Red Fox, Leslie Uggams, Ossie Davis and a host of others, are living examples of the "Black Renaissance."

Unit - Music

The internal revolution stressed the expansion of Black-consciousness-----a new-found appreciation of Blackness, a restructuring of the Afro-American self-image, and an intense interest in Black heroes.

That mood, echoing the essential tragedy and triumph of the Black experience in America, undergirded a blossoming of Black arts, an explosion of Black studies and, in general a value transformation still germinating in the Black community.

Jazz-

Unfortunately, in the old days there was in jazz music, as in most of American life, a color line. White musicians and Black musicians did not play together. Never the less, each learned from the other. The large number of exciting Black musicians greatly colored all of American popular music. For example, the late and famous Louis Armstrong breaks, or interludes between musical phrases, which he and other old Dixieland musicians improvised, have become standards in contemporary jazz, and are now widely used by anybody who can play them. It was not until 1930 that the first inter-racial band was formed. From then on the color bar in the performance of popular music began to disappear.

Some believe that jazz has done more in twenty-five years to bring people of all racial backgrounds together in musical friendship, than classical music ever did in all its long history.

The jazz musicians and composers of the United States have contributed to the delight of the whole world, and America's own music, Jazz (of Black origin), has gone everywhere. Black music has been one of our great cultural contributions, and Black musicians have been among the most joyous of our ambassadors.

Gospel -

Gospel songs are not spirituals. They should not be confused with folk songs at all. The spirituals were created by a great body of unknown singers.

Gospel songs are modern, composed songs, most of them written by living men and women since 1925. They originated with Black writers and Black singers in Black churches. Thomas A. Dorsey of the Pilgrim Baptist Church in Chicago is a leading gospel writer.

The more sedate Black churches do not have a gospel choir, nor employ such music. They stick to traditional hymns. Gospel songs are unknown in the Episcopal; Presbyterian or Congregational churches.

Blues -

Called mother of jazz, personal songs of protest and rebellion growing out of individual needs. May have any subject matter, ranging from love to race relations.

Unit - Music

Outline:[1]

I. The spiritual
   A. Definition - A revival hymn, often strongly rhythmic, based on folk tune from the British Isles and Africa.
   B. The main origin of Black (and White) spirituals is unknown.
   C. Publications
      1. White Spirituals
         a. The late George Pullen Jackson found the earliest publication of White revival spirituals to have been in Boston in 1842.
         b. The Sacred Harp Collection in Hamilton, Georgia in 1844 consisted of White spirituals.
      2. The earliest collections of Black spirituals dates from the middle 1860's.
   D. The main reasons for late publications of Negro and White spirituals are:
      1. White and Black spirituals were sung long before the tunes and words were collected and published.
      2. Both Black and White spirituals tend to be of pentatonic scale found in folk songs of Africa, as well as those of England, Scotland and Ireland.
      3. The largest collection of Black spirituals was developed by Blacks in the Southern United States.
   E. The most popular form of spiritual is that of the leader and chorus.
      1. The leader "lines out" a phrase
      2. The chorus answers by a shout of:
         a. "Glory Hallelujah!"
         b. "O Lord!" etc.
   F. Spirituals are often sung to the rhythmic accompaniment of hand-clapping and dancing or marching.
   G. The meanings of Black Spirituals in Slavery are:
      1. Freedom from slavery in heaven or in a new society where slavery did not exist.
      2. Signals and warnings in a code only known to the slaves themselves.
   H. The Fisk Jubilee Singers of the 19th Century were the first to really gain the attention of the American and European audiences to the Black spirituals.
   I. Trained Black musicians arranged the spirituals so that they became accessible to music lovers.
      1. J. Rosamand Johnson
      2. Nathaniel Dett

[1]The Golden Encyclopedia of Music by Norman Lloyd
Copywright 1968 by Western Publishing Co., Inc.

Music

Performers of Jazz -

Duke Ellington
Mile Davis
Ornette Coleman
Billy Strayhorn
Charlie Parker
King Oliver
Fletcher Henderson

Cab Calloway
Erroll Garner
Jimmy Smith
Billie Eckstine
Nat "King" Cole
Lou Rawls
Sarah Vaughn
John Coltrane

Concert Artists - Opera

Marion Anderson (First to sing with the Metropolitan Opera)
Roland Hayes
Leontyne Price (Metropolitan Opera Singer)

William Grant Still
John Work of Tuskegee
Miriam Makeba (African Folk Songs)
Lawrence Winters

Entertainers - Stage, Screen, and EV

Josephine Baker
Sammy Davis, Jr.
Bill "Bojangles" Robinson (Dance-Actor for 50 years)
Lena Horne
Eartha Kitt
Sidney Poitier
Pearl Bailey
Richard Roundtree
Gwenn Mitchell
Red Foxx (Sanford & Son)
Flip Wilson
Godfrey Cambridge
Dick Gregory
Slappy White
The Alvin Ailey Dance Co.
& Many More!

Music

Gospel Artists -

Mahalia Jackson (Queen of Gospel Singers)
James Cleveland (Father of Gospel & South California Community Church Music)
Edward Hawkins Singers
The Staple Singers
Fisk Jubilee Singers

Hall Johnson Choir
Robert Wagner
& Many Others

Folk-Singer Actors -

Harry Belafonte
Millard Thomas

Odetta Ella Jenkins
& Others

Soul Rock (Rhythm & Blues)

W. C. Handy
Ray Charles
B. B. King
Roberta Flack - Donny Hathaway
James Brown (Soul Brother #1)

Aretha Franklin
Wilson Pickett
The Jackson Five
Isaac Hayes
Odetta (trained as classical singer)
Barry White

The Stylistics
Johnnie Taylor
The Delfonics
Main Ingredients
Ebonys

The Supremes
The Marvelettes
The Chiffons
The Ronettes
The Temptations
The Four Tops
The Drifters
The Miracles

*Students may add and update list.

WINNERS OF THE SPINGARN MEDAL IN MUSIC

1945 - Paul Robeson - Achievement in the theater and on the concert stage.

1959 - Edward Kennedy (Duke) Ellington - Outstanding musical achievement.

1965 - Leontyne Price - "Outstanding Soprano of our Era"

1968 - Sammy Davis, Jr. - Entertainment

****

1951 - Janet G. Collins, first Black prima opera ballerina engaged by Metropolitan Opera Company of Opera "Aida."

1952 - Lawrence Winters, first Negro baritone to sing a White role with a major opera company in "Rigoletto."

1955 - Marian Anderson made debut at Metropolitan Opera House as Ulrica in Verdi's Masked Ball. She was first Black singer in the company's history.

1964 - Sidney Poitier became first Black to win "Oscar" as best actor of the year.

1969 - "Julia" starring Diahann Carroll, was the first regular weekly half-hour TV program to feature a Black player.

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UNIT Misic

Bibliography - Music

1.	Famous Negro Entertainers of Stage, Screen & TV	Charlemae Rollins
2.	The First Book of Jazz	Langston Hughes
3.	Afro-Americans, Then & Now	Jane Hurley & Doris Hayne
4.	Proudly We Hail	Vashti Brown & Jack Brown
5.	The Afro-American in United States History	Benjamin DaSilva, Milton Finkelstein, Arlene Loshin
6.	The Negro in America	Spangler
7.	What Musical Instrument for Me?	Jack Levine & Takera Iijima
8.	The Negro in American History-Volume R Encyclopedia Britannica	Black Americans 1928-1968
9.	Merry Music Makers	Elizabeth Sherman
10.	Golden Encyclopedia of Music	Morman Lloyd
11.	International Library of Negro Life & History	The Negro in Music & Art
12.	EBONY - Pictorial History of Black America	Volume II - III
13.	Urban Blues	Charles Keil
14.	Reading Exercises in NEGRO HISTORY Vol. I & II The Continental Press, Inc.	Fred B. Chernow & Carol Chernow

HISTORY OF BLACK POETRY IN THE UNITED STATES

The race known as the American Negro is generally acknowledged to be a group distinct from the other black people of the world today. Their earliest ancestors came from African tribes, as divergent in custom as the various peoples of Europe, and from an area of comparable size. Many of these people had only the pigmentation of their skin in common. The first of these peoples captured, and brought as slaves to North America, were twenty in number. They reached Jamestown in 1619, a few months before the landing of the "Mayflower" at Plymouth Rock.

The black people who arrived on America's shores in 1619 and in the ensuing years, had been taken by force from their homes, families, and familiar surroundings; brought here like cattle in the holds of ships; and finally, plunged into a strange climate in a strange land, populated by people whose language and customs were completely foreign to them. Here, in "the land of opportunity" they were sold as slaves to the highest bidder.

After the Civil War, the numerous descendants of these slaves were thrown into freedom by the Emancipation Proclamation. But no words on a piece of paper could, in themselves, transform this great mass of people, who had been held for so long in the bonds of ignorance and dependence, into informed, self-sufficient, responsible and free citizins.

Phillis Wheatly (c. 1750-1784) was the first poet of African descent to win any recognition in this country. Strongly influenced by Alexander Pope and the then popular neoclassical poets, her poems are formal to the point of being stiff and stilted; they are impersonal and ofter sentimental, with hardly a glimpse of the poet's feelings, experiences, or views of the world in which she lived.

Throughout the pre-Civil War and Reconstruction eras there were no Negro poets of stature. There was poetry; James M. Whitfield (c. 1830-1870) wrote of America:

> "Thou boasted land of liberty
> It is to thee I raise my song
> Thou land of blood, and crime,
> and wrong..."

and Frances Ellen Harper (1825-1911)

> "I could not rest if I heard the tred Of a coffle gang to the shambles led And the mother's shriek of wild despair Rise like a curse on the trembling air."

This poetry had a certain strength and dealt with the question of slavery, as Phillis Wheatly had failed to do, but it was largely derivative, sentimental and melodramatic. More genuine Negro poetry of this period existed in the folk rhymes and songs which had anonymous authors, or, to use James Weldon Johnson's phrase, were written by "black and unknown bards of long ago These songs sang of life, and what it was like to be a black man or woman at that time. "No mo' driver' lash for me...many thousand gone."

Some one-hundred-and-twenty years after Phillis Wheatly, Paul Dunbar (his first book of poems appeared in 1893), the son of former slaves, became the first black poet to gain national recognition. At his death, in 1906, he was best known for his dialect poetry; but it is primarily the non-dialect poems like "We Wear the Mask" and "Sympathy" that have strength and meaning for us today.

In the twentieth century there were two major black poets in the years before the first world war.

Fenton Johnson, first published in 1914; his best work like "Tired" and "Aunt Jane Allen" is in a prose-like style and is filled with both bitterness and pride in his people. Claude McKay was born in the West Indies (Jamaica) and his first book, Songs of Jamaica, was published in 1911. During his career he lived and traveled in Europe, Russia and Africa. His strongest poems, including, "If We Must Die" and "The White House" stress the common suffering of Black Americans and the need to fight back with dignity.

"If We Must Die," written in response to race riots in 1919, set the tone for Black literature in the coming decade.

By the 1920's this accent on the strength and dignity of Negroes was finding expression in a movement called the "Negro Renaissance" or the "Harlem Renaissance."

In an anthology of contemporary Negro writing, The New Negro, Alain Locke wrote: "The pulse of the Negro world has beg-n to beat in Harlem." The poets of this period include Jean Toomer, Claude McKay, James Weldon Johnson, Countee Cullen, Frank Horne, Langston Hughes, Arna Bontemps and W.E.B. DuBois. The Crisis, the NAACP magazine edited by DuBois, and The Liberator and the Masses, both edited in part by Claude McKay, were magazines which published some of the Black writers of the Harlem Renaissance.

It was a time of self-discovery and intellectual excitement. The Marcus Garvey Universal Negro Improvement Association and the NAACP, founded by DuBois, developed and grew during this period. The open protest of Claude McKay and W.E.B. DuBois, (see "Booker T. & W.E.B." by Randall), the satire and cynicism of Langston Hughes, the emotional freedom and lyricism of Jean Toomer -- all contributed to an aura of hope for a new day in which Black people, united in a common cause, would win pride, dignity and equality. "The American mind," wrote Alain Locke, "must reckon with a fundamentally changed Negro."

The Depression ended aspects of this flowering. The '30's were a time of sober consideration, of turning to politics and scholarship for ways to deal with the national catastrophe. The Journal of Negro Education (1931) and The Negro History Bulletin (1933) were founded. The Federal Writers Project paid writers to do research in black history. One of the tasks it organized was to interview any former slaves still living. Speech patterns and language were carefully preserved. ("I was here in slavery days. When I come here, colored people didn't have their ages. The boss man had it.") (Anon. Slave. Library of Congress.)

Regionalism, a sense of history and continuing racial pride were strengthened; Sterling A. Brown's "Slim" poems, as well as his "To Nat Turner" and "Strong Men" are evidence of this.

A deepened sense of social criticism also sprang up during the Depression years. This is clear in Melvin Tolson's "Dark Symphony" and was expressed by Margaret Walker, who wrote in the prose poem "For My People":

> "For my people trying to fashion
> a better way from confusion,
> from hypocrisy and misunderstanding,
> trying to fashion a world that
> will hold all the people...;
> ...Let a race of men now rise
> and take control." (1942)

Owen Dodson and Robert Hayden experimented with rhythm and metrical freedom in the '40's. (See Hayden's "Middle Passage" and "Runagate Runagate.") Langston Hughes continued with hard-hitting social criticism and satire. In 1949, Gwendolyn Brooks wrote the Pulitzer Prize-winning "Annie Allen." She was the first woman to receive this award.

When asked to what degree her poems dealt with recial issues, Gwendolyn Brooks answered, "It is my privilege to present Negroes not as curios but as people." (See "The Bean Eaters" and the poem that starts, "Life for my child is simple, and is good.") Occasionally, however, she defines her people, even if only in part, by their blackness. (See "The Ballad of Rudolph Reed.")

The most significant date of the next decade does not pertain directly to poetry. In 1954, the Supreme Court decision to integrate the schools was handed down. Integration, the Black people's demand for first-class citizen status, spread from elementary schools to most of the other institutions in this country. The protest literature of the past often seemed out of touch with the '50's; it was a time of bus boycotts and sit-ins.

Although many poets of the '30's and '40's continued to work during this time, there were few new developments in poetry during the '50's. Conrad Kent Rivers and Gloria Oden are among the small number of poets who published for the first time during the 1950's. In spite of "Brown vs. the Board of Education," the problems had not been solved; integration was token at best, and many important changes would still be a long time coming; but a mood had been established. A new tone and theme was needed -- and appeared in the poetry of the '60's.

Suddenly there seemed to be a new awareness in Black, as well as in white, America. Black people their history and their art were part of the sense of discovery. In Detroit, Dudley Randall started the Broadside Press, devoted to the work of Black poets. Robert Hayden, James A. Emanual, Langston Hughes, Arna Bontemps, Dudley Randall, June Jordan, Clarence Major and LeRoi Jones were among the poets who edited anthologies and produced poems of their own. All across the country -- in San Francisco, Detroit, Chicago and Newark; on college campuses and in ghetto neighborhoods, Black people were starting poetry journals, having readings, and performing in "street theatres." The number of first-rate poets is so large that even to list them is a major task. Nikki Giovanni, Etheridge Knight, Sonia Sanchez and LeRoi Jones are among the many fine poets of the '60's whose work has not been included in this series. (See additional poems.)

If the poetry of the '60's can be categorized at all, if it has pervasive themes, those themes are pride and self-awareness, often combined with anger. (See Lance Jeffer's "My Blackness Is the Beauty of This Land," David Henderson's "Keep on Pushing," Calvin C. Hernton's "The Distant Drum," Audre Lorde's "Naturally.")

White people -- middle class America -- are present in these poems as a pattern to resist, to avoid. (See Welton Smith's "The Beast Section," Don L. Lee's work, Sonia Sanchez's "right on: white america," Nikki Giovanni's "Nikki Rosa.")

The poems mentioned in this brief history or included in the filmstrip should be considered more as a guide than as a comprehensive survey.

The importance for the future of this new poetry by black poets is, so far, unknown. It might well be measured as one of the poets sees it:

"...The poet's job is to help the people talk better --to help the people live better."

--Nazam Al Sudan.
(The New Black Poetry

UNIT

LITERATURE

BIOGRAPHIES OF LITERARY PERSONS:

Langston Hughes, A biography by Milton Meltzer

Historical Negro Biographies by Wilhelmena S. Robinson
Publishers Co., Inc.
Under auspices of the Association for the Study of Negro Life and History

Cook, Mercer (1903 -)
Scholarly works.

Petry, Ann Lane (1911 -)
Harriet Tubman: Conductor on the Underground Railroad.

Redding, Jay Saunders (1906 -)
No Day of Triumph - 1944 Mayflower [illegible]

Wright, Richard (1908 - 1960)
Black Boy, Native Son

AUTHORS:

Yerby, Frank
Poston, Ted
Ellison, Ralph
Motley, Williard
Williams, John A.
Marshall, Paule
Brooks, Gwendolyn
Killens, John Oliver
Baldwin, James
Morrison, Allan
Boles, Robert
Thelwell, Mike
Wright, Charles
Homer, Martin J.
Patterson, Lindsay
Johnson, Clifford Vincent
Van Dyke, Henry
Jones, LeRoi
Boss, George Houston

POETS: (Book titles from Central Library)

Famous American Negro Poets by Charlemae Rollins
Dodd, Mead & Co.
Poems, pictures and biographies of poets.
Langston Hughes, Poet of His People by Elizabeth P. Myers
Garrard Publishing Co.
Story of his life.
Don't You Turn Back, Poems by Langston Hughes
selected by Lee Bennett Hopkins

UNIT - Literature

International Library of Negro Life and History
Publishers Co., Inc.
Section on Collection of Poems and Short Stories

American Negro Poetry, Edited by Arna Bontemps
American Cent ry Series
Hill and Wang - N.Y.

Includes poetry by the following:

James Weldon Johnson
Paul Laurence Dunbar
Anne Spencer
William Stanley Braithwaite
Fenton Johnson
Claude McKay
Angelina Grimke
Effie Lee Newsome
George Douglas Johnson
Jean Tommer
Frank Horne
Marcus Christian
Sterling Brown
Clarissa Scott Delany
Frank Marshall Davis
Arna Bontemps
Gwendolyn Bennett
Donald Jeffrey Hayes
Jonathan Brooks
Richard Wright
Waring Cuney
Owen Dodson
Langston Hughes
Helene Johnson
Melvin B. Tolson
G. C. Ogden
Frank Yerby
Margaret Walker
L. M. Collins
Robert Hayden
Samuel Allen
Charles Enoch Wheeler
Dudley Randall
Conrad Kent Rivers
Pauli Murray
Counter Cullen
Yvonne Gregory
LeRoi Jones
James P. Baughan
Bruce McM. Wright
Julia Fields
Ted Joans
Margaret Danner
Alfred A. Duckert
Carl Wendell Hines, Jr.
Russell Atkins
H. Julian Bond
Oliver Pitcher
Gwendolyn Brooks
Myron O'Higgins
M. Carl Holman
James A. Emanuel
Catherine Cater
Clarence Major
William Browne
Fenton Johnson

ART

UNIT

Painting

Alston, Charles
Beardon, Romare
Douglas, Aaron
Johnson, Melvin Gray
Jones, Lois Mailou
Lawrence, Jacob
Biggers, John
Hampton, Philip

Did more than 12 series of historical stories with as many as 60 pictures
Motley, Archibald John
Negro life portrayed in paintings. Studied at the Art Institute in Chicago.
Pippin, Horace
John Brown goes to His Hanging
Tanner, Henry O.
White, Charles
Woodruff, Hale A.
Modernist painter, b. Cairo, Illinois. Did much work in the W.P.A. program.

Sculpture

Barthe, Richard
Jackson, May Howard
Much social philosophy in her work.
Johnson, Sargent C.
experimented with metal applique..Mexican gouache
Hunt, Richard
a Chicago artist
Fuller, Meta
Lewis, Edmonia
Savage, Augusta

Photography

Parks, Gordon

UNIT

Black War Heroes (1945 to Present)

HEROES:

The area of heroes could be used as a unit in Social Studies. This unit could cover famous people who have shown bravery in the line of duty to their country. The following list includes individual names for further study and books which include information on many Black heroes.

An Album of Americans in the Armed Forces by Major Don L. Miller
Published by Franklin Watts, Inc.
(Covers those who have fought against America's foes from 1652 to present.)

Negro Medal of Honor Men by Irvin H. Lee

Black Medal of Honor
Korean Conflict - Sgt. Cornelius H. Charlton - 1952
Pfc. William Thompson - 1951

Vietnam War - Pfc. James Anderson, Jr. - 1967
Sp. Lawrence Joel - 1967
Sp. Dwight H. Johnson - 1968
Sgt. Donald R. Long - 1968
Pfc. Milton L. Olive III - 1966

International Library of Negro Life and History
Biographies of the following heroes:

Davis, Benjamin Oliver (1912 -)
General, USAF

Henson, Matthew Alexander, Explorer
1866-1955
Companion of Robert E. Peary - N. Pole

UNIT

Black Crusaders in
History, Congress, and Government

United State Senators

Edward W. Frooke - Mass. 1966

Congressmen

Augustus Hawkins - Watts, L.A. 1962
Robert Nix - Philadelphia 1958
Charles C. Driggs - Detroit 1954
William L. Dawson - Chicago 1942
Adam Clayton Powell - New York 1944
John Conyers - Detroit 1962
Shirley Chisholm - New York

Black Mayors

Carl B. Stokes - 1st Black Mayor of Cleveland, Ohio
Richard Hatcher - Gary, Indiana
Walter Washington - District of Columbia
Floyd J. McCree - Flint, Michigan
Henry Marsh - Saginow, Michigan
John Burton - Ypsilanti, Michigan
Mathew Carter - Montclair, New Jersey
James Evers - Eayette, Mississippi

Political Leaders

Dr. Martin Luther King, Jr. - Ex. Director Southern Christian Leadership Conference - Peace Maker
Rev. Jesse Jackson - Former Director Operation Breadbasket now Director of Operation P.U.S.H.
Julian Bond - Georgia House of Rep.
Dr. Ralph Abernathy - Director Southern Christian Leasership Conference
Oscar De Priest - 1871 - 1951 Congressman Illinois
Joel Ferguson - Lansing, Mich. Councilman
Billy C. Mills - L.A. Councilman
Herbert Hill - Associated with N.A.A.C.P.
James Farmer - Head of CORE
Bayard Rustin - Harlem Civil Rights leaders. Led 1963 march on Washington D.C.
Livingston L. Wingate - former directory of Harlems large Anti-Poverty Agency.
Tom Atkins - Boston Mass. Councilman
Lucius Amerson - Sheriff of Macom County Alabama
Robert Clark - First Black in Miss. House of Rep.
Leroy Johnson and Horace Ward - State Senators - Georgia
Carl T. Rowan - Ambassador to Finland
Barbara Jordan - Houston - 1st Black woman to sit in southern Leg.
Ernest Morial - 1st Black Louisiana State House
W. Ferguson Reid - State Rep. Virginia
Dr. Gilbert Mason - Dem. National Convention
J. Ernest Wilkins - Assistant Sec. to J.F.K.
Elain Hernandex
Mrs. F. Freeman
Charlotte M. Hubbard
Samuel Z. Westerfield
Ronald Palmer
Sam Jackson
Charles W. Anderson - 1st Black elected to Southern Legislature after recon.

UNIT - Black Crusaders

Clifford Alexander
Hobart Taylor Jr.
Charles Patterson
Howard Woods
Robert C. Weaver
George L. P. Weaver
Roy Davenport
Alfred Edwards
Chester C. Carter
Arthur Christopher
Stokely Carmichael
Floyd McKissick
H. Rap Brown

Judges

Thurgood Marshall - Supreme Court
A. Leon Higginbotham
James B. Parsons
Joseph Waddy
Constance B. Motley
Damon J. Keith
Spottswood W. Robinson

Educators

Rev. James H. Robinson - N.Y. Leader - Crossroads Africa
James Meredith - 1st Black to grad. "Ole Miss."
John Hope Franklin - Historian
Dr. James M. Nabrit Jr. - Pres. Harvard Univ. Sociologist
Booker T. Washington
Prof. E. Franklin Frazier - Harvard Univ. Sociologist
Dr. Stephen J. Write - former Pres. of Fisk Univ.
Felton Grandison Clark - Pres. Southern Univ.
Dr. James Lawson - Pres. of Fisk Univ.
Kenneth Clark - Negro psychologist
Dr. James A. Boyer - Pres. of St. Augustine's College in Raleigh N. C.
Dr. Edward Warner Brice - Assistant Sec. of Education for H.E. and W.
St. Claire Drake - Black Social Analyst
Horace Clayton - Black Social Analyst

UNIT

SCIENCE

Medicine

Yorby, Alonzo
Physician and educator much work in Public Health

Brown, Dorothy

Comer, James

Dailey, Ulysses Grant
anatomy & surgery

Drew, Charles
pioneer in blood preservation

Fesher, Rudolph
medical doctor and auther also talented in music and literature

Hinton, William Augustus
physician and bacteriologist

Lawless, Theodore K.

Chemistry

Hall, Lloyd Augustus
revolutionized meatpacking industry

Julian, Percy L.
soybean products, made cortisone less expensive

Biology

Just, Ernest E.
cell structure

Engineering

Cresthwait, David N.
specialist - heating and ventilating

UNIT

SPORTS

Boxing

Joe Louis
Jersey Joe Walcot
Sugar Ray Robinson
Archie Moore
Floyd Patterson
Sonny Liston
Mohamad Ali (Cassius Clay)
Joe Frazier
Harry Wilson
George Foster

Basketball

Elgin Baylor
Bill Russell
Wilton Norman Chamberlain
Meadow Lark Lemon
Harlem Globtrotters
Karem Jabbar (Lew Alcindor)
Willis Reed
Walter Frazier
Lenny Wilkens
Austin Carr
Chet Walker
Bob Love
Oscan Robertson
Happy Harriston
K. C. Jones
Sam Jones
Walter Bellamy

Baseball

Black Baseball League - Kansas City Monarchs

Le Roy (Satchel) Paige
Jackie Robinson
Roy Campanella
Don Newcombe
Willie Mays
Ernie Banks
Hank Aaron
Elston Howard
Frank Robinson
Murry Wills
Ferguson Jenkins
Billy Williams
Vida Blue
Richie Allen
Willie Horton
Tony Oliva
Minie Minoso
Juan Pizzaro
Bobby Bonds
Willie McCovey
Monte Irving
Bob Gibson
George Scott
Tom McCrow
Tommy Agee
Cleon Jones

UNIT Black Sports

Football

James (Jimmy) Brown
Ernie Davis
Gale Sayers
John Sample
Jimmy Harris
Rosey Greer
Rosevelt Brown
Willie Wood
John Brockington
Duane Thomas
Bubba Smith
Ron Johnson
O.J. Simpson
Paul Warfield
Homer Jones

Track

Jessie Owens
Ralph Boston
Althea Gibson

Tennis

Arthur Ashe

Junior High Fiction Books

Bishop, Curtis. Fast Break, J. B. Lippincott, 1967

Blanton, Catherine. Hold Fast to Your Dreams, Messner, 1955

Bonham, Frank. Durango Street, Dutton and Co., 1965
The Nitty-Gritty, Dutton and Co., 1968

Colman, Hilda. Classmates by Request, Morrow, 1964

DeLeeuw, Adele. The Barred Road, Macmillan, 1964

Graham, Lorentz. North Town, Thomas Y. Crowell Co., 1965
South Town, Thomas Y. Crowell Co., 1960

Hunter, Kristin. The Soul Brothers and Sister Lou, Charles Scribners' Sons, 1968

Jackson, Jesse. Call Me Charley, c1945 by Jesse Jackson

Jones, Adrienne. Sail Calypso, Little, Brown and Co., 1968

Means, Florence Crannell. Tolliver, Haughton Mifflin Co., 1963

Neufield, John. Edgar Allen, S. G. Phillips, 1968

Newell, Hope. A Cap for Mary Ellis, Harper and Row, 1953

Rinkoff, Barbara. Member of The Gang, Crown, 1968

Sterling, Dorothy. Mary Jane, Doubleday and Co., 1959

Film

I Have A Dream (VB-21)

Filmstrips

Dr. Martin Luther King, Jr. (CES-51)

Thurgood Marshall (CES-55)

Filmstrips (Continued)

Gordon Parks (CES-F 68)

Claude Brown (CES-F 69)

Black Treasures (CES-F 33)

The Negro in American History (CES-94)

Threshold of Equality (G-37)

Poverty - Problems and Promise (U-8)

Records

Ballots or Bullets - Malcolm X

I Have A Dream - Martin Luther King, Jr.

General Background Materials

Bennett, Lerone, Before the Mayflower, John Publishing Co., Inc., Chicago, Ill., 1966.

DaSilva, B., The Afro-American in United States History, Globe Book Co., Inc., New York, N.Y.

Dremer, Melvin, Black History, Doubleday and Co., Inc., Garden City, N.Y., 1968.

Franklin, John Hope, From Slavery to Freedom: A History of American Negroes, Knopf, 1965.

Frazier, E. Franklin, The Negro in the United States, MacMillan, 1949.

Meier, August, Negro Thought in America, Ann Arbor Michigan University Press, 1963.

Encyclopedia Britannica, The Negro in American History, 1969.

It is also recommended that the teacher use the classroom set of the following junior high school materials. These materials are part of a thorough series of the history of minorities in America, published by Doubleday as a part of their Zenith series.

Pioneers and Patriots. Javjnia Dobler & Edgar A. Toppin.
(Short biography of six Negroes of the Revolutionary era)

Worth Fighting For. Agnes McCarthy & Lawrence Reddick.
(Civil War & Reconstruction periods)

Lift Every Voice. Dorothy Sterling & Benjamin Quarles.
(Lives of W. E. B. DuBois, Mary Church Terrell, Booker T. Washington, James Weldon Johnson--figures of the early 20th century)

Time of Trial, Time of Hope. Milton Meltzer & August Meier.
(The Negro in America 1919-1941)

The Unfinished March. Carol F. Brisko & Edgar A. Toppin.
(The History of the Negro in the U.S. from Reconstruction to World War I)

Four Took Freedom. Philip Sterling & Rayford A. Logan
(The lives of Harriet Tubman, Frederick Douglass, Robert Smalls and Blanche K. Bruce)

INDEPENDENT ACTIVITIES FOR JUNIOR HIGH STUDENTS TO PURSUE

I. Study different Black newspapers and publications (comparative--read editorials, want ads, features, etc.)

a. Chicago Independent Bulletin
b. Ebony, Jet, Essence, etc.
c. Daily Defender (Black)
d. Muhammed Speaks

II. Study church and relationship to ethnicity

a. Weekly bulletins (what is important to members of the church)
b. Fiscal reports (how rich each was--what are their objectives, activities)
c. Commemorative albums
d. Which churches were development of Black experience
e. Comparative between organization of the different Black churches

III. Study schools

a. Yearbook--changing racial attitudes and racial composition
b. Grade slips

IV. Labor unions

a. Records (why the Blacks are more visible)
b. Payrolls (what type of percent are Blacks, leaders, and foremen)

V. Ethnic politics

a. Check voting records (use of Blacks as "machine")
b. Listing of Black politicians--local, state, federal

VI. Study culture

a. Local business (listing of some of the local businessmen)
b. Restaurant (local business)
c. Museums (Black, DuSable)
d. Theater, i.e., Royal
e. Libraries
f. Pawn shops

VII. Discussion of ethnic T.V. programs and their popularity

a. All in the Family (Archie Bunker--a hero?--why, why not)
b. Amos and Andy (typical, stereotype? Why was it liked by both Blacks and whites? Why disliked now by Blacks?)
c. Sanford and Son.
d. Julia (why it failed for Blacks)
e. Good Times (is this a true picture of Black family life?)